



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE SCHOOL FOR INTERNATIONAL STUDIES

DBN (i.e. 01M001): 15K497

Principal: JILLIAN JUMAN

Principal Email: JJUMAN@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: KATHY PELLER

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jillian Juman	*Principal or Designee	
Vered Raz	*UFT Chapter Leader or Designee	
Deneen Thompson	*PA/PTA President or Designated Co-President	
Melinda Montesi	DC 37 Representative, if applicable	
Alex Alvarez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Renato da Silva	Member/ Assistant Principal	
Nicole Lanzillotto	Member/ Teacher	
Sharada Parks	Member/ Parent/ Co-president PTA	
Cecilia Sanchez	Member/ Student	
Tatiana Chambers	Member/ Student	
Ms Amos	Member/ Guardian	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 15K497

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	479	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	5	# SETSS	2	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2013-14)					
# Visual Arts	21	# Music	4	# Drama	N/A
# Foreign Language	33	# Dance	N/A	# CTE	9
School Composition (2012-13)					
% Title I Population	68.0%	% Attendance Rate		% Attendance Rate	87.5%
% Free Lunch	76.5%	% Reduced Lunch		% Reduced Lunch	6.1%
% Limited English Proficient	16.2%	% Students with Disabilities		% Students with Disabilities	16.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American		% Black or African American	41.4%
% Hispanic or Latino	38.9%	% Asian or Native Hawaiian/Pacific Islander		% Asian or Native Hawaiian/Pacific Islander	5.7%
% White	13.4%	% Multi-Racial		% Multi-Racial	N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.12	# of Assistant Principals		# of Assistant Principals	2
# of Deans	N/A	# of Counselors/Social Workers		# of Counselors/Social Workers	4
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		% Teaching Out of Certification	9.5%
% Teaching with Fewer Than 3 Years of Experience	28.6%	Average Teacher Absences		Average Teacher Absences	6.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	7.3%	Mathematics Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	7.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		Science Performance at levels 3 & 4 (8th Grade)	19.6%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	78.8%	Mathematics Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	65.9%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		4 Year Graduation Rate	46.7%
6 Year Graduation Rate	71.6%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	No				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	Yes				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
Lesson plans were aligned to CCLS producing more evidence of higher order thinking in the classrooms.				
Describe the areas for improvement in your school's 12-13 SCEP.				
Awareness and commitment by stakeholders to the new school vision. A stronger connection between parents/guardians, the community and the school.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
Adopting a new school vision that is shared by all stakeholders and that will bring coherence in teaching and learning.				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
Design of tasks aligned to CCLS, participation in Common Core professional development and implementing CCLS in daily lesson plans.				
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	<input checked="" type="checkbox"/>	No
If all the goals were not accomplished, provide an explanation.				
The adoption of the new school's vision was not adopted by all staff members limiting the projected results in student achievement.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input checked="" type="checkbox"/>	Yes		No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Building shared vision in the newly adopted International Baccalaureate Program might be a challenge.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Improve student progress in Middle School by 8% Increase by 8% the achievement of our lowest third students in grades 9 th , 10 th and 11 th . Meeting graduation requirements for 12 th graders.				
Describe how the school leader(s) will communicate with school staff and the community.				
New teachers to the school (almost 50% new staff will be introduced and trained in the IB philosophy. Support for all staff will be provided by a Teacher Leader who will support the design of IB Units of Study. Grade teams and Content Teams will work in Common Plan Time to address daily lesson plans and look at student work products to set goals.				
Describe your theory of action at the core of your school's SCEP.				
Teachers start engaging in collaborative planning (Units and lessons) based on our new vision promote student engagement through better questioning and discussion that will increase student academic achievement				
Describe the strategy for executing your theory of action in your school's SCEP.				
Professional development in IB and Project Based Learning; writing of IB curricular units; CPT lesson planning; DOK questioning strategies along with Socratic Seminars and think pair share activities				
List the key elements and other unique characteristics of your school's SCEP.				
Professional Development in Curriculum writing through Teaching Matters. Developing a positive classroom climate through Ramapo led workshops. Depth of Knowledge questioning and discussion strategies coaching through CITE Consultants. CFN 112 workshops on engaging students with disabilities. CFN 112 workshops on literacy across content.				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
Two Administrators will utilize Advance to support teacher's professional growth. A data specialist will coordinate MOSL and help teachers in monitoring and adjusting student learning. Two Lead teachers will support the academic infrastructure through mentoring of new teachers, coordination of special education, and provide feedback to teachers in the adoption of the new IB shared vision.				

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
School leadership has developed a vision for the school, however it is not known by all of the schools’ stakeholders, as a result they are not able to fully participate in the schools mission and goals.			
Review Type:	DTSDE	Year:	2013
		Page Number:	1
		HEDI Rating:	

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
x	2.2 School leader’s vision	x	2.3 Systems and structures for school development
	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 the leadership team, teachers and other stakeholders will participate in building the school’s vision that reflects the MYP Middle School Years Program of the IB philosophy. The leadership team will provide a minimum of 6 rounds of formative feedback and professional development to content area teachers on implementing the MYP curriculum resulting in a 8% rise in student progress for Middle School and High School students .

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. IB coordinator collects, reviews and provides feedback on implementing the MYP curriculum including the planning of units, embedding the IB Learner profile into classroom culture, and teaching conceptual units with real world application. (SOP 2.2) 2. Principal and Assistant Principal perform instructional walkthroughs weekly utilizing Advance and IB values to provide teachers with ongoing feedback on instruction. Administrative meetings are held weekly to collaborate on instructional support for staff. (SOP 2.2) 3. New teachers are provided with a trained mentor by The New Teacher Center who gives weekly feedback on lessons utilizing the Danielson Framework.(SOP 2.3) 4. Department Leaders in Math, Science, History, and ELA meet with their teams weekly to develop MYP curricular units and lesson plans with a focus on Danielson 1e, 3b and 3d as supported by our IB vision. (SOP 2.2) 5. School wide inter-visitations are implemented to provide opportunities for teachers to observe exemplary lessons that reflect the schools vision to assist them in lesson planning and implementation. (SOP2.3) 6. Professional development is provided by Teaching Matters to a group of teachers on the Common Core to support the Study Group and content area teachers in revising their implementation of the CCLS aligned lesson plans blended with the IB vision . (2.2) 7. An IB Committee comprised of 6 teachers, the assistant principal and the principal will begin the MYP application process and attend MYP curricular and inquiry training June 2014 to become a certified IB school.
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. On site IB coordinator (Ms. Brandt) 2. Principal, Assistant Principal (Mrs. Juman and Mr. da Silva) 3. Mentors 4. Department and Grade Team Leaders, 5. Administrators, Lead Teachers, volunteer teachers 6. Teaching Matters Consultants 7. Teachers: Physical Education (M. Negrón), Language acquisition (Vincent Hyland); Math (Ms. Hamstra); (language and Literature (Ms. Guss); Coordinator (Ms. Brant); Heads of School (Mrs. Juman and Mr. da Silva)
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. By June 2014 teachers will have developed units of study, lessons, assessments and a tool box of strategies aligned with the MYP. 2. By June 2014 school leaders have calibrated the Advance rubric and have done 6 informal observations on all teachers (who selected option2) .

3. By June 2014 NTC mentees will improve lesson planning.
4. By June 2014 all teachers will improve lesson planning with a focus on scaffolded higher order questioning and tracking student achievement through daily assessment.
5. By June 2014 all teachers will have connect the global context of the IB vision successfully to their daily planning.
6. By June 2014 all teachers will have revised their CCLS lesson plans to reflect the school's new vision.
7. By June 2014 the school will submit the MYP application and will be considered a Candidate School for the 2-3 years due to its MYP curricular development.

4. Timeline for implementation and completion including start and end dates

1. From September 2013 to June 2014 all teachers will be writing MYP curricular units and receiving feedback.
2. From September 2013 to June 2014 all teachers will be observed formally and informally, according to the MYP of the IB philosophy and Advance.
3. From September 2013 to June 2014 all new teachers will be mentored fulfilling their required hours by a trained mentor by the NTC.
4. From September 2013 to June 2014 department leaders engage in weekly meetings with their teams.
5. From September 2013 to June 2014 several inter-visitations will occur to showcase excellence and help develop new and struggling teachers.
6. From September 2013 to June 2014 Teaching Matters will provide coaching and workshops to a group of teachers.
7. From September 2013 to June 2014 the Heads of School, coordinator and teachers will work on implementing the MYP curriculum by attending the IB's MYP Curricular development Conference June 21-23, 2014. .

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

As a Title I School wide Program school, allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept, 2013 - June 2014 as indicated below:

1. Ms. Brandt is a Teacher Leader with a .3 position.
2. No cost associated with this activity.
3. Per Diem to cover mentors who attend workshops at the NTC (3 teachers) * 154.97 daily.
4. Cost of New Teacher Center - \$ 3, 200

Per Session- mentoring new staff 3 teachers * 65 hours = \$ 3,277 Contract for Excellence

5. Title I and Title I Focus funds support building capacity around CCLS aligned curriculum, lesson plans, and tasks for teachers of level 1, 2, 3 and 4 students:
 - Starting in the Fall 2013, 11 department and grade team teacher leaders met with their teams weekly to develop curriculum and lesson plans as it pertains to Danielson 1e and 3b
 - In the Summer 2013 16 teachers wrote new curriculum embedded in the IB Programme to design daily lesson plans, tasks and assessments as it pertains to Danielson 1e, 3b and 3d.
 - Year-long, grade team leaders in all grades perform lesson plan studies and task analysis to develop a common language around expectations for learning.
 - The ELA Department participates in a Common Core Study Group funded by Tweed to develop units of study and lesson plans aligned to the standards.
 - Professional Literature for book studies including titles such as “ Driven by Data- A Practical Guide to Improve Instruction” have been used to support teaching in utilizing data driven assessment and the tracking of student progress.

Per Session Total: 23 teachers as person rate = 25,700

Per Diem Total : 7 teachers * 154.97 daily = \$ 30,000

6. Teaching Matters consultant at \$ 850 daily

Title I Focus money is used to fund per session in order for teachers to participate at professional development opportunities outside of the instructional day to adopt rigorous CCLS aligned curricula and tasks, and to plan for implementation of the tasks, to analyze student data using teacher designed rubrics, and to use their analyses to inform future planning.

Class coverage is provided for teachers for the following professional development opportunities provided by Children First Network 112 and New Teacher Center

- ESL teachers (2) and classroom teachers (10) receive weekly feedback on lessons utilizing the Danielson Framework.

- Select Math, ELA and History teachers participate in the CFN 112 Common Core study session to further embed the common core into lesson plans. Title I Funds and Title I Focus Funds are used to provide coverage for all classroom teachers (4), ESL teachers (2) and Push In Special Education Teachers (2) to be provided with in house planning sessions and professional development around questioning, the common core standards, curriculum alignment and analyzing student work to drive instruction.

7. An IB Committee of 5 teachers and two administrators will attend the IB MYP Curricular Conference June 21-23 in Philadelphia to continue the application and certification process. The Conference will embed the processes of how to implement, assess and perform inquiry on the MYP curriculum. The team will take the train and car pool to Philadelphia and share room and board for the 3 days of the conference. Title 1 Focus funds will be utilized to financial support the school's IB MYP vision.

Application fee per attendee: \$850 (x7)= \$5,950
 Room per pair \$200 (x4) = 800
 Transportation \$200
 Meals \$ 50 x 2 days = 700

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Title I Priority/Focus Funds										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
Although lesson plans include CCLS standards and some evidence of higher-order thinking skills, observations show that implementation of these lesson plans is inconsistent across grades and content areas thus limiting student learning.										
Review Type:	DTSDE	Year:	2013	Page Number:	1	HEDI Rating:				

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.										
x	3.2 Enact curriculum	x	3.3 Units and lesson plans							
x	3.4 Teacher collaboration		3.5 Use of data and action planning							

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, all content area courses will have revised their curricular units of study based on going student needs resulting in a 8% increase in student progress in the Middle and High School.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
A. Strategies/activities that encompass the needs of identified subgroups									

1. Department Leaders in Math, Science, History, and ELA meet with their teams weekly and after school hours to develop curricular units and lesson plans as it pertains to Danielson 1e and 3b (SOP 3.3)
2. All teachers will participate in a IB/ Common Core Study Group to develop units of study and lesson plans aligned to the standards (SOP 3.2) .
3. Professional development is provided to the two Lead Teachers on the Common Core to support the Study Group and content area teachers in revising the IB/ Common Core units. (3.3)
4. Grade Team Leaders in all grades perform lesson plan studies and task analysis to develop a common language around expectations for learning (SOP 3.4) .
5. All pedagogues participate in ongoing professional development led by administration, CFN 112 and CITE consultants to better understand effective questioning to promote higher order thinking. (SOP 3.3)

B. Key personnel and other resources used to implement each strategy/activity

1. Department and Grade Team Leaders,
2. All teaching staff
3. Consultants from the Bucks Institute and Teaching Matters
4. Department and Grade Team Leaders,
5. Administrators, Lead Teachers, teachers, network, CITE consultants

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. . By June 2014 all teachers will improve lesson planning with a focus on scaffolded higher order questioning and tracking student achievement through daily assessment.
2. By June 2014 all teachers will have revised their CCLS lesson plans to reflect the school's new vision.
3. By June 2014 all teachers will have connect the global context of the IB vision successfully to their daily planning.
4. By June 2014 all teachers will have a coherent belief n setting expectations for learning across all subjects and grades.
5. By June 2014 will have improved their question and discussion techniques.

D. Timeline for implementation and completion including start and end dates

6. From September 2013 to June 2014 department leaders engage in weekly meetings with their teams.
7. From September 2013 to June 2014 teachers will engage in weekly meetings with their teams.
8. From September 2013 to June 2014 grade team t leaders engage in weekly meetings with their teams.
9. From September 2013 to June 2014 teachers will engage in weekly meetings with their teams.
10. From September 2013 to June 2014 all teachers will have been provided support to develop higher order questioning and discussion in their planning and execution in their classrooms.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

As a Title I School wide Program school, allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action place from Sept, 2013 - June 2014 as indicated below:

1. Per session for teachers to participate in professional development opportunities outside of the instructional day to adopt rigorous CCLS aligned curricula and tasks, and to plan for implementation of the tasks, to analyze student data using teacher designed rubrics, and to use their analyses to inform future planning.
2. Per session for teachers on the IB Programme and the Common Core to support the content area teachers in implementing IB principles into their units.
- 3 Professional development for teachers on the IB Programme and the Common Core to support the content area teachers in implementing the Common Core into their units.
- 4 Per session co-planning across the disciplines to implement instructional strategies to further embed the common core into planning such as writing templates and techniques to unpack difficult tasks.
- 5 Per diem for class coverage is provided for teachers for the following professional development opportunities provided by Children First Network 112 and New Teacher Center.

Per Session Total: 26 teachers * 398 hours = \$ 20,600.00

Staff Development: \$8,127

Per Diem rate for 34 teacher coverages- 15,000

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA	x	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

X Priority / Focus Funds x Contract for Excellence

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Some teachers use data to inform instruction, however, observations and examination of documents indicate this is not a school-wide practice, as a result not all students are engaged in rigorous lessons.			
Review Type:	DTSDE	Year:	2013
Page Number:	1	HEDI Rating:	

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
x	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
x	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014 all teachers have collaborate to develop lesson plans that utilize data to inform instruction and increase student engagement in all classes by 10%.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
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A. Strategies/activities that encompass the needs of identified subgroups	
<ol style="list-style-type: none"> Teachers engage in daily CPT to develop strategies on differentiation, integration of ELL and SPED instruction, and discussion techniques. All teachers will provide differentiated instruction and flexible groups daily based on student data.(SOP 4.5) An International Baccalaureate Committee coaches lead teachers in planning units and in interdisciplinary project-based themes of study using IB rubrics.(SOP 4.2) Inquiry Teams meet weekly to discuss student progress as it pertains to Danielson 3d. (SOP 4.2) Professional Literature for book studies including titles such as "Driven by Data- A Practical Guide to Improve Instruction" have been used to support teaching in utilizing data driven assessment and the tracking of student progress. (SOP 4.5) Software to diagnose students' reading lexile level and to administer formative and summative assessments to track progress (SOP 4.5) 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> Teaching staff International Baccalaureate Committee; teachers. Teaching staff Teaching Staff, Administration Software purchase 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> By June 2014 all teachers will provide differentiated instruction and flexible groups daily based on student data. By June 2014 all teachers have tracked student progress using IB rubrics. By June 2014 all teachers will improve lesson planning with a focus on tracking student achievement through daily assessment. By June 2014 all teachers will have improved their integration of data analysis for student progress for units and daily lessons. By June 2014 all students will increased their lexile level. 	
D. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> From September 2013 to June 2014 teachers engage in weekly CPT meetings with their teams. From September 2013 to June 2014 teachers will engage in discourse with the IB coordinator concerning units and rubrics. From September 2013 to June 2014 Inquiry teams engage in weekly meetings. 	

4. From September 2013 to June 2014 all teachers read, and discussed the book “Driven by Data- A Practical Guide to Improve Instruction” in their teams to help facilitate the understandings of utilization of data in decision making.
5. From September to June various assessments will be administered via Lexile Level software that will help students increase their lexile reading level.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

As a Title I School wide Program school, allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept, 2013 - June 2014 as indicated below:

1. There is no cost associated with this activity.
2. Professional development cost and per diem for teachers on the IB Programme and Common Core to support the content area teachers in implementing project based learning.
3. Costs will be depended on the identified needs as they emerge.
4. Purchase of books for the book study.
5. Software \$ 6,167

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA	x	Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

X Priority Focus Fund x VTEA

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	x	PF CTE	x	PF College & Career Readiness	x	PF Common Core
	PF ELT	x	PF Inquiry Teams	x	PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

School has some systems in place and is developing others to address social-emotional growth, however, data is not used strategically to identify and promote such growth.

Review Type:	DTSDE	Year:	2013	Page Number:	1	HEDI Rating:	
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety	x	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

The implementation of teacher inquiry teams to focus on the lowest third in every grade and to develop academic and socio-emotional goals that will result in a more inclusive school community and will increase the school’s lowest third earning 10+ credits in their 1st year by 5%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All middle and high school teachers are provided with a Classroom Management training session through Ramapo to develop tools to de-escalate student behavior and gain conflict management strategies.(SOP 5.3)
2. Grade Teams meet weekly to collaborate on classroom management strategies, school wide incentives, and establishing positive school culture such as

establishing grading policies and consistent classroom structures to promote learning. These teams also hold “ Kid Talk” sessions, a protocol established to look at students in the lowest third and generate academic supports to gain student progress. (SOP 5.5)

3. School Intervention Team (SIT) including teachers, support staff, and guidance meet bi-weekly to utilize school data such as Jupiter reports, student work, observations etc. to assess student needs and make academic and socio-emotional goals for identified students. (SOP 5.5)
4. Deans, teachers and guidance counselors utilize an online behavior tracker (Jupiter) and OORS to identify behavior trends to create intervention plans.
5. Classrooms, hallways and cafeteria will display physical signs (e.g. posters and student work) that reflect the school’s values (*IB Learner Profile*). (SOP 5.3)
6. Special Education and ELL team including all Special Education and ELL teachers, Support Team, and Guidance meet weekly with the IEP teacher to discuss ICT strategies, differentiation, and strategize on how best to provide services for students in need of support. (SOP 5.5)
7. Parents and students have access to the following on-campus services to serve their physical and socio-emotional needs in addition to Guidance Counselors and our support team including (Speech Therapist, Physical Therapist, and Psychologist): Physical Medical Center, St. Vincent’s Psychiatric Counseling, and From September 2013 to June 2014 teachers engage in weekly CPT meetings with their teams a children’s social worker). Off campus supports the Red Hook Mental Health Center to provide students with needed services. (SOP 5.5)
8. A before and after school program based on building positive school culture through students’ social involvement in academic and non-academic activities.

B. Key personnel and other resources used to implement each strategy/activity

1. Ramapo consultant and teachers
2. Grade teams
3. School Intervention Team (SIT) including teachers, support staff, and guidance
4. Deans, teachers and guidance counselors
5. Secretary to make signs
6. Special Education and ELL teachers and Guidance Counselors
7. Speech Therapist, Psychologist, social workers, Physical Medical Center, St. Vincent’s Psychiatric Counseling.
8. Coordinator, administrator, instructors.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June 2014 all teachers will have two workshops on creating a positive classroom culture by Ramapo,
2. By June 2014 80% of students who participated in Kid Talk will achieve academic progress .
3. By June 2014 the 70% students identified by the SIT achieve academic progress.
4. By June 2014 all students who intervention plans will achieve academic progress.
5. By June 2014 all signs reflecting the IB learner profile have been made, displayed and utilized in creating a social emotional vision for student success.
6. By June 2014 all students identified by the SPED and ELL team achieve academic progress.
7. By June 2014 50% of the students receiving support from outside agencies achieve academic progress.
8. By June 2014 80% of the students involved in this academic program will achieve academic progress.

D. Timeline for implementation and completion including start and end dates

1. From September 2013 to June 2014 teachers engage a series of workshops on positive classroom culture.
2. From September 2013 to June 2014 grade teams engage in weekly meetings.
3. From September 2013 to June 2014 the SIT engages in bi-weekly meetings
4. From September 2013 to June 2014 Deans, Guidance and teachers engage in daily tracking of students’ social and emotional development.
5. From September 2013 to June 2014 the display of signs will shape the schools’ vision on students’ social and emotional development. Every month students will work on a IB learner profile characteristic that will help them in their development as social conscious citizens.
6. From September 2013 to June 2014 ELL , SPED and guidance counselors engage in weekly meetings
7. From September 2013 to June 2014 access to on campus and off campus social and emotional support is available to students identified in need.
8. From October 2013 to June 2014 students will be engaged in daily school activities before and after school.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

As a Title I School wide Program school, allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, 21st century grant and human resources to implement this action plan from Sept, 2013 - June 2014 as indicated below:

1. Ramapo workshops 4,000.
2. No cost is associated with this activity. .
3. No cost associated with this activity.

4. Jupiter software cost for the year.
5. Purchase of a professional poster making machine.
6. Per Session for 2 ELL teachers and 4 SPED teachers to analyze student work and drive instruction.
7. No cost associate with this activity.
8. Per session for program administrators 16,879 and for instructors 40,325 based on 4 days weekly.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	Tax Levy	Title IA	Title IIA	x	Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

X Priority Focus Fund

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

PF AIS	PF CTE	x	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI		x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Families report a welcoming environment and an open-door policy of access to the teachers and administrators, however, low parent involvement limits partnering to improve student academic outcomes.

Review Type:	DTSDE	Year:	2013	Page Number:	1	HEDI Rating:	
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

6.2 Welcoming environment	x	6.3 Reciprocal communication
6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 an increase in parent involvement in school events and academic programs will result in a collaborative school community with more 20% school wide events which will increase the percentage academic progress.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Hiring of a parent Coordinator to lead community based initiatives and supporting the PTA in their efforts to establish parent workshops, build partnerships with community organizations, and develop events for students in collaboration with teachers. (SOP 6.3)
2. Grade Teams schedule events to incorporate parents as chaperones, judges, and audience members to build a bridge between learning at home and in school. (SOP 6.3)
3. Parents/families utilize Jupiter Grades to collect data on academic progress, student behavior, and feedback from teachers. (SOP 6.5)
4. Communication to parents including The Parent Communication Bulletin Board and a monthly Parent Newsletter and a variety of monthly workshops. (SOP 6.3)
5. The DOE's translation services provide translated documents in Arabic, Hindi, French, and Chinese to inform and engage all the families being served. (SOP 6.3)
6. Daily attendance calls provide parents with ongoing updates on their student's attendance. (SOP 6.5)
7. Incoming freshman and 6th graders and their parents are required to attend an Orientation in the spring to develop relationships with the existing school community to further establish the PTA and SLT. (SOP 6.3)
8. College support team (in school Advisor/Director and an NYU intern) helps senior students and parents working towards graduation requirements and on college

selection and materials including online applications and FAFSA forms. (SOP 6.5)

B. Key personnel and other resources used to implement each strategy/activity

1. Parent coordinator and PTA members
2. Grade team leaders, parents,
3. Parents and data coordinator
4. Parent coordinator
5. Translation services
6. Parent coordinator and attendance aide
7. Parents, team leaders and College Coordinator
8. College Coordinator and NYU College intern

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June 2014 ten events, workshops, and partnerships are built due to the Parent Coordinator's initiatives.
2. By June 2014 at 5 trips and student academic presentations have had parental involvement.
3. By June 2014 50% of parents are using Jupiter to access students' progress.
4. A newsletter will be released monthly.
5. Translation will be provided based on need.
6. BY June 2014 daily attendance will have increased by 3%
7. By June 2014 100% of the incoming 8th grade parents has visited the school and met with the Parent Coordinator
8. By June 2014 all graduating seniors will have completed their college applications and will attend college in the fall.

D. Timeline for implementation and completion including start and end dates

1. From September 2013 to June 2014 the Parent Coordinator and the PTA will organize monthly meetings and events.
2. From September 2013 to June 2014 Grade team will organize class trips and events
3. From September 2013 to June 2014 data coordinator will help parents with Jupiter
4. From September 2013 to June 2014 newsletters will be delivered
5. From September 2013 to June 2014 translation services will be provided when needed.
6. From September 2013 to June 2014 daily attendance will be collected and phone calls made
7. From September 2013 to June 2014 incoming 6th grader parents will touch base and visit the school
8. From September 2013 to June 2014 meetings will be organized with parents and senior students

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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

1. Parent coordinator salary. Event costs such as Thanksgiving, Winter Holiday, etc are dependent on proposals by the PC, teacher event committee and the PTA.
2. Trips costs will dependent on the identified teacher proposals.
3. Jupiter data tracking system.
4. Supplies: Paper and printing costs.
5. Translation costs will be dependent on identified needs as they emerge.
6. No cost associated with this activity.
7. No cost associated with this activity.
8. NYU College Advisor 15,000

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	x	Tax Levy	Title IA	Title IIA	x	Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.								
X Title I Focus/Priority Funds								

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	x	PF CTE	x	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Interactive reading and writing; HW help ; Zero Period	One on one Small group Tutoring	Before, during and after school
Mathematics	HW help ; Zero Period	One on one Small group Tutoring	Before, during and after school
Science	HW help ; Zero Period	One on one Small group Tutoring	Before , during and after school
Social Studies	HW help ; Zero Period	One on one Small group Tutoring	Before , during and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Educational planning; referral assistance; career development;	One on One Group sessions Peer mediation	, Before , during and after school

**Title I Information Page (TIP)
For School Receiving Title I Funding**

All elements of the *All Title I Schools* section must be completed*.

8. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
9. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers are hired after being interviewed by a committee comprised of teachers and one administrator and demoing a lesson in front of students. Teachers are developed based on individualized needs based on Advance and their choice. \ Teachers participate in staff bounding monthly events including an OutwardBound community building retreat. Teachers are hired to fill vacancies in subject areas but are also encouraged to teach electives- College Board AP courses and also electives.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
IB training in curricular units and lesson plans Project Based Learning Depth of Knowledge question strategies MoSL Data Driven Instruction- Advance

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students receive educational services based on need. The guidance counselors work with administration and teachers to provide services and accommodate the needs of all students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Assessment choices are made through a distributive leadership model Teachers participate in various teams- Grade level, Department, and Inquiry. Teachers discuss their students' needs in meetings and then bring those needs to the table while in cabinet meetings with administration.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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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, the School for International Studies, 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. The School for International Studies 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;

The School for International Studies' 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;

The School for International Studies will further encourage school-level parental involvement by:

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

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

The School for International Studies, 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);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 15	Borough Brooklyn	School Number 497
School Name School for International Studies		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Jillian Juman	Assistant Principal Renato da Silva
Coach type here	Coach type here
ESL Teacher Andrea Balint	Guidance Counselor Marie Cadot
Teacher/Subject Area Nicole Lanzilatto/ Sp. Ed.	Parent Deneen Thompson
Teacher/Subject Area	Parent Coordinator Melinda Montesi
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Kathy Pelles	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	475	Total number of ELLs	61	ELLs as share of total student population (%)	12.84%
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Part II: 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In														0
self-contained							1	1	1	1	1	1	1	7
Total	0	0	0	0	0	0	1	1	1	1	1	1	1	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	61	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	7
SIFE	10	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	6

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	36	3	0	19		4	6	1	5	61
Total	36	3	0	19	0	4	6	1	5	61

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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							4		2	5	6	2		19
Chinese														0
Russian														0
Bengali											1		1	2
Urdu														0
Arabic							2	5	3	10	6	5	4	35
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1		3	5
TOTAL	0	0	0	0	0	0	6	5	5	16	14	7	8	61

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)							3	3	2	3	2	2	0	15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1	0	2	9	9	5	1	27
Advanced (A)							2	2	1	4	3	0	7	19
Total	0	0	0	0	0	0	6	5	5	16	14	7	8	61

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4				4
7	5				5
8	4				4
NYSAA Bilingual (SWD)					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	4								4
7	5								5
8	4								4
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		3				8
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		6	
Integrated Algebra	31		16	
Geometry	10		6	
Algebra 2/Trigonometry	1		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	18		2	
Physics	7		4	
Global History and Geography	11	2	5	1
US History and Government	11	1	8	1
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We, at International Studies, are determined to develop the literacy skills of all our ELLs. Language A/ English Language Arts teachers are in the process of implementing the Lexile Framework for Reading designed by Pearson. The diagnostic test will be administered at the beginning of the school-year and the results will drive instruction in the following marking periods. Mid-year all students will be re-assessed and new reading goals will be assigned. ELA teachers are responsible for tracking and monitoring the progress of students throughout the year. The final assessment will be given at the end of the year. Records will be kept and handed down to the next grade team leader. This program offers a unique interpretation of every child's reading level since it measures both reader ability and text difficulty on the same scale. Inside the classroom it is a powerful educational tool that helps teachers connect reading material to the reading ability of every child. It helps drive instruction across content areas as well as links assessments and curriculum. Knowing the lexile level, students and parents alike are empowered to look for personalized and appropriate reading material, thus promoting student ownership and promote readers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The majority of students taking the Lab-R exam score on beginner level having very limited English proficiency. English language learners who speak Arabic as their native language, are at a greater disadvantage when it comes to reading and writing using the Latin alphabet.

The data from the 2013 NYSESLAT reveals that most of our ELLs are newcomers, have been in the NYC public school system for less than 3 years. The majority of newcomer ELLs in high-school are in grades 9-10. Our intermediate and advanced students are mostly on 11th and 12th grade. Data shows that with the exception of one student, all our long-term ELLs are SWDs whose attendance greatly impacts their NYSESLAT score as well as overall academic performance. Analyzing the data also confirms that chronic absences and tardiness directly impacts academic growth. These students tend to stay on the same level for consecutive years or drop a level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

After identifying patterns on the four modalities of the NYSESLAT: reading, writing, speaking and listening, the members of the Language B (certified ESL teachers: for middle school Vincent Hyland, and Andrea Balint for high school and foreign language teachers: Grace Wang, Chinese, Asnath Fleurit, French, and Rosa Morel, Spanish,) team concluded that while writing and reading has increased, speaking declined drastically on the 2013 NYSESLAT. As a school, we decided to focus on implementing strategies that promote accountable talk and discussion in all content areas. Teachers of ELLs are including a language focus/ words of the week in their daily lesson plan to promote academic language development. The ESL department is also using Kate Kinsella's Academic Vocabulary toolkit for introducing and practicing high-frequency academic language to best support our students. The Language B Department following IB philosophy, has included 2 criterion out of the 4 IB criterion (visual interpretation/ writing/ reading comprehension/ oral communication and listening) to be tested per unit. Teachers use a pre-assessment, ongoing assessments and a post assessment to design better lessons, monitor progress and reflect on their teaching.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Most of our ELLs are newcomers and students who have been in our ESL program for less than 3 years. These students, on beginner and intermediate level, are learning English simultaneously with content area subjects. Our second biggest group is made up of students who have been receiving ESL for 4-6 years. Data shows that long-term ELLs, with the exception of one student, are SWD.

In middle school, most ELLs are beginners, with very limited English skills, followed by advanced students and intermediate.

In high-school, most beginner and intermediate level students are on 9th and 10th grade and the majority of advanced are on 12th grade.

In the past, few students took the Regents exam in their native language. At our team meetings and based on student feedback, ELLs are struggling with academic language in their own native language, which makes it even harder for them to perform well on exams.

b. N/A The School for International Studies does not use the ELL Periodic Assessment this year.

- C. N/A The School for International Studies does not use the ELL Periodic Assessment this year.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
 6. How do you make sure that a child's second language development is considered in instructional decisions?
The School for International Studies values the role of language as central in developing critical thinking which is essential for cultivation of intercultural awareness, international-mindedness and global citizenship. Language is integral to exploring and sustaining personal development and cultural identity and provides an intellectual framework to support conceptual learning. Learning a second language equips students with the necessary multiliteracy skills and attitudes to be interculturally competent, enabling them to communicate successfully in the global contexts of the 21st century. This IB philosophy drives the curriculum, the units, the daily lesson plans, assessments and rubrics.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 N/A
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
At International Studies we try to accomplish the success of all our ELLs on a daily basis. As educators, we meet twice a week: Monday and Friday to discuss our units, lessons, projects, rubrics. We collaborate to better serve our ELLs and evaluate our teaching craft by looking at soft and hard data, discuss student needs and the recommendations of teachers, guidance counselor and parents.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At registration, the pupil personnel secretary, JoAnn Varvatsas, together with a trained pedagogue (ESL teacher) help parents/guardians to complete the Home Language Identification Survey (in English or using any of the translated versions). The informal oral interview is conducted and staff members can be called in to act as interpreters if need be. The Home Language Identification Survey is then forwarded to the ESL teacher, who after reviewing the document, determines eligibility for the LAB-R. The ESL teacher then contacts the Test Coordinator to get access to the testing materials and administers the exam during the school day. The score is recorded in a Google document and shared with the members of the staff who are directly involved with the student. Testing material is returned to the Testing Coordinator.
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.
Based on the outcome of the Lab-R within 10 days of the enrollment, the parent coordinator sets up an appointment for a New Parent Orientation Meeting with the parent/guardian to show a video hosted by the New York City Department of Education. In this video parents have the opportunity to get information on the three different programs available for ELLs: bilingual education, dual language and ESL program. Once the parents have watched the video, they are able to select the program in which they would like to have their child enrolled. They are given the Parent Survey and Program Selection, along with other materials. During the orientation parents will have an opportunity to ask questions about educational programs and services that are available for their child before making a choice.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [see tool kit].)

The Parent Survey and Program Selection form is completed by the parents/ guardian and is kept on file in a secured place in the office. The entitlement letter is sent out and parents are notified about the program their child was placed in.

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.

The School for International Studies admits students from all over the world. After a thorough analysis of previous transcripts, Lab-R result and an informal interview, students are scheduled for self-contained ESL and/ or a collaborative -team teaching class. Once placed,the ESL teachers meet with grade team members and the guidance counselor monthly to monitor the student's progress and discuss possible actions to improve student performance.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Every spring the network offers training for administering the NYSESLAT. The ESL Coordinator attends the meeting and turnkeys it to the staff who is selected to be involved in the testing process. The ESL Coordinator leads the workshop and together with the teachers determine the schedule for testing, make-ups, scoring and packaging the exam materials. The ESL coordinator meets with the data specialist, testing coordinator and special education department head to finalize all aspects of the exam: testing materials, days, testing accomodation for SWD, proctoring schedule and grading.

6. 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.) 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.  The Parents surveyed have requested the ESL program for their children.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

At The School for International Studies we offer ESL program:

self-contained ESL for beginner ELLs (ungraded- homogeneous)

self-contained ESL for intermediate ELLs (ungraded homogeneous) and a Collaborative Team Teaching class or a push-in class (graded, heterogeneous)

ESL- collaborative team teaching class for advanced students (ungraded heterogeneous).

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)?

After looking at individual student needs and data from previous Regents and NYSESLAT exams as well as taking into account individual teacher recommendations, a team consisting of: administrators, the ESL Coordinator, content area teachers, Special Education department head and programmer, discusses the best options to serve the ELL population at International. The meetings take place at the end of the school year, and decisions are made for the coming year. The consensus was to offer all beginner ELLs ungraded self-contained ESL classes. Intermediate and advanced ELLs are in heterogeneous groups placed in co-teaching classes. By placing students in self contained ESL and co-teaching classrooms, the staff best supports the needs of the ELLs at International.

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 foster language development and meet the demands of the Common Core Learning Standards.

We offer ESL and co-teaching classes for our ELLs, where instruction is delivered in English. Support in the native language is also offered by modifying and differentiating instruction. Some examples are translating hand-outs, reading materials in the student's native language, having a collection of content area books in the student's native language, monolingual and bilingual dictionaries, glossaries, picture dictionaries, content area books specifically designed for ELLs, native peers who can act as buddies, etc.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The staff at The School for International Studies wants to cultivate a culture of respect for diversity and appreciation of all home languages. We believe that language is essential to learning as well as to literacy. Following IB recommendations: students should work towards language objectives in their native language as well as in English. Therefore, we offer a variety of language classes: Spanish, French, and Mandarin. Licensed teachers are using an IB language curriculum in placing of students in groups, planning language learning experiences, monitoring and assessing student' language progress. In the IB program the three areas of communication (oral, visual and written) are represented by four continuums: oral communication (listening and speaking), visual communication (viewing and interpreting), written communication (reading comprehension) and writing communication (writing).

Teaching and learning in the International Baccalaureate program is organized into six phases with specific learning targets for each phase. In order to measure a student's progress and achievement in each phase teachers will be using the four criteria (oral communication, visual interpretation, reading comprehension and writing) throughout the year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year, ESL teachers are using the 4 IB criteria : oral communication, visual interpretation, reading comprehension and writing to measure student's progress and achievement for each of the six phases of language learning. As students progress through the six phases, they are expected to develop competencies to communicate appropriately and effectively in an increasing range of social , cultural and academic contexts for an increasing variety of audiences and purposes. ESL teachers meet twice a week during a scheduled time to review student work, formal and informal assessments in order to adjust instructional planning. During these meetings, teachers share best practices, watch lessons, student presentations and using the IB rubric assess student work and set up instructional goals.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. N/A

b. We cater to all newcomer ELLs. They are assigned a buddy- preferably a peer who shares the student’s native language and can be a role model for the new admit. Students are invited to attend before and after school programs, tutoring sessions, differentiated instruction in classrooms .

c. Our ELLs who have been receiving 4-6 years of ESL services, are now placed in ESL- collaborative team teaching classrooms, and self-contained ESL classrooms where the curriculum is content heavy in order to bridge the gap and offer a smooth transition for ELLs who move from a self-contained, safe environment, where all their peers are language learners, to a heterogeneous content based class.

7. 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?

As we align our school vision and daily practices to the International Baccalaureate Program in every classroom, for every student, we are creating and developing Common Core aligned curriculum and daily lesson plans that support students as they acquire social and academic language. Teachers strategically use materials from internet sites like: newsela.org, mathshell.org, engageny.org and in house resources, to differentiate instruction providing leveled readings, vocabulary support, graphic organizers and outlines to ensure the success of English Language Learners. Our philosophy is less focused on what materials are used and rather how the materials are used to promote higher-level thinking, questioning, discussion, close reading and writing. We believe that teachers who create their own curriculum and formatively assess their students are stronger pedagogues. In terms of technology, teachers use a variety of internet sites, mimio, smart boards and documents cameras, to model reading and writing strategies and integrate multi-media, like film, audio and relevant images. As we build on students’ prior knowledge and experiences, teachers create and develop curriculum that reflects students’ interests as well. Additionally, teachers translate readings to help students not only develop English language skills but also use their native languages as a way to bridge the gap and deepen connections.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our School Implementation Team, which consists of teachers, programmer and guidance counselor meets monthly to address student needs and program recommendations. Programming teams, comprised of ESL and Special Education teachers meet multiple times throughout the year with the Principal and programmer to ensure that we are proving a flexible program and honoring the students IEP. Of course, this is a living, breathing document that changes based on the growth and needs of each student. We use a flexible programming document, assess NYSESLAT scores, and analyze student work and each IEP to determine the most effective environment for each student. We attempt to move students into ICT classrooms or the least restrictive environment when the data reveals progress in specific content areas. We assess student work, test scores, and recent evaluations to determine what is best for each student. We believe strongly in creating inclusive learning environments where students can learn from their peers. This process takes diligence and a continuous commitment to take a close look at our students’ strengths and areas where they need more support.

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:			

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

Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

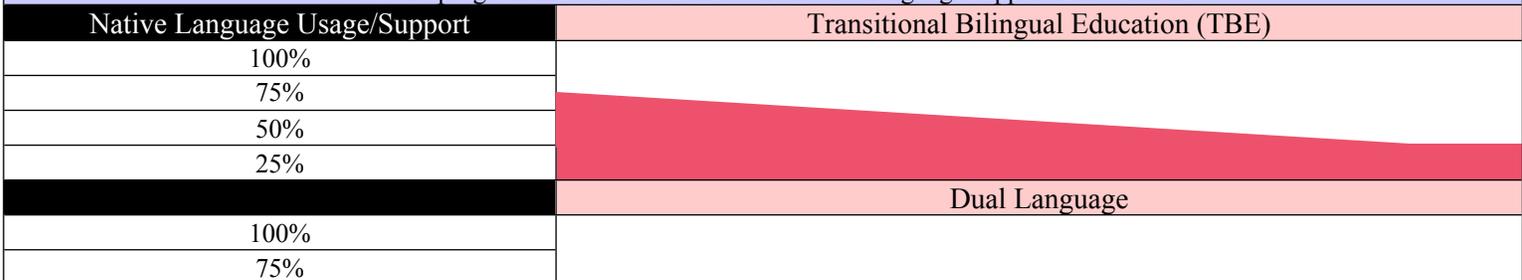
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.
- ESL Collaborative Team Teaching and push-in classes are offered in English for beginner and intermediate ELLs in both middle school and high-school. ESL teacher is continuously planning with the content area teachers work collaboratively to differentiate and align lessons to Common Core State Standards and IB philosophy. We believe that integrating academic language development and literacy in the content areas is crucial for our students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Compared to past data, ELLs have performed better on NYS exams. Advanced ELL students were chosen to attend AP classes, which led to higher grades on the English Language Regents.
- We believe that the ESI-Collaborative Content Team teaching is also helping students.
11. What new programs or improvements will be considered for the upcoming school year?
- We have learned that targeting specific skills, whether on grade level or in a subject area, is helpful for ELLs. At our weekly grade team meetings, teachers share best practices, and as a team we identify strategies that are most appropriate for the concepts that are being taught. As a staff, we are aiming to have trans-disciplinary units reach a consensus on which to be implemented across different content areas.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELL population and parents are invited (mailings, orientations, etc) to participate in every single one of the programs offered during and after school hours. We have organized activities with our CBOs, community service, after school tutoring as well as Saturday school classes among many other programs. All of our students, without any exception, are able to benefit from these programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials that are available for ELLs: newsela website that ELLs can log onto and adjust the lexile level of each informational text.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our ESL program, native language support is given by offering: bilingual dictionaries, glossaries, translated notes, informational texts, peer support, etc, by the use of technology, etc.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All teachers look at the proficiency level, age and grade of each student and based on that determine the services and support needed.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- The School for International Studies invites all newly enrolled ELL students and their families to an open house (late August), before the beginning of the school year. Our aim is to offer an opportunity for every student to be introduced to the IB philosophy, school and city-wide behavioral and academic expectations.
18. What language electives are offered to ELLs?
- International Studies promotes multilingualism, so in addition to becoming proficient in English, ELLs are offered a variety of foreign languages like French, Spanish, and Mandarin.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Continuous teacher learning and exchange is promoted through classroom observations and inter-visitations among teachers and administrators . Members of the Language B/ ESL Department meet twice a week during a common prep time to discuss and design instruction that is aligned with Common Core State Standards and IB criteria. During these meetings ESL teachers and content area teachers work collaboratively analyzing the NYSESLAT data broken down into the four modalities : reading, writing, listening, and speaking and designing lessons and unit to promote English language acquisition.

The content area teachers attend weekly professional learning communities (PLCs) that focus on sharing best practices for successful ELL instruction. It is an expectation that all our teachers will implement the strategies, methodology, IB philosophy, suggestions that are shared at the meetings.

D. Parental Involvement

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

The school uses their subpopulation data to develop a program of targeted parent activities . The parent coordinator engages parents in ESL classes, heritage recognition, and sessions on how to support children academically and socially . Parents also receive notification of curriculum and standards so they are armed with knowledge of what their child is learning . The School for International studies strongly believes that Curriculum night is essential to build communication The school also offers parents a range of workshops tied to various needs and interests.
needs and interests

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The School for International S

School DBN: 497

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
J.Juman	Principal		1/1/01
R.DaSilva	Assistant Principal		1/1/01
M.	Parent Coordinator		1/1/01
A.Balint	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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.

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.

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.

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.

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>.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: The School For International	DBN: 15K497
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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: 50
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

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: This year The School for International Studies has decided to offer two different types of programs for our ESL population. Based on the data from the NYSESLAT exam from May 2013 and soft and hard data collected from the teachers (both ESL and content teachers) we designed a program to meet the needs of our students.

Program Number One:

After-School Program for high-school beginner and intermediate ELLs

Number of students: 22

Narrative: Newly arrived beginner and intermediate students are invited to attend the after school program designed to develop the most common grammatical structures of the English language, build a solid vocabulary base to help students in everyday situations and introduce them to an understanding of the practicalities of American life. Another essential part of the program is focused on integrating informational text to promote close reading and critical thinking skills. To scaffold reading comprehension, students will be reading daily news articles from newsela.com, that come on different grade levels (grades 4- to college ready)

Day: Monday and Tuesday

Time 3:45-5:15 1 1/2 X 2/week

Duration: December 9, 10, 16, 17

January 6,7,13,14

February, 3,4,10,11,24,25

March 3,4,10,11,17,18,24,25

April 7,8,21,22

Number of sessions: 26 sessions

Number of instructional hours: 39 instructional hours

Number of planning sessions: 6 sessions (one planning period for every 4 sessions) This session will

Part B: Direct Instruction Supplemental Program Information

take place on Mondays from 5:15- 6:00 pm.

Total hours 45 (39 instructional periods, 6 planning sessions)

Language of Instruction: English

Certified ESL teacher: 1

Types of materials: Grammar in Context (different levels)

www.newsela.com (leveled informational reading texts)

Program Number Two

Saturday Scholars for High school: Intermediate and Advanced students

Number of students :22

Narrative: To promote accountable talk and classroom discussion, Intermediate and Advanced students will be working with the series called: Global Issues that explores relevant and compelling issues of the 21st century. The informational text is aligned with the CCSS and comes on three different reading levels: below- on and above reading level. For each issue, students will work on a case study to develop reading comprehension skills and critical thinking.

To develop essay writing skills as well as their overall language skills, students will be guided through the writing process: from brainstorming, outlining, and drafting to the final product. Time will be spent on reading published essays, writing in a group and independently, but time is also dedicated to revising short compositions. High-level academic vocabulary is also needed for effective essay writing. This will be tackled through a series of exercises addressing vocabulary both in reading/ writing as well as in classroom discussions.

Day: Saturday

Time: 9:00-1:00 (once a week) 4 hours /day

Duration: March- May

March 1,8,15,22,29

April 5,12,26

May 3

Number of sessions: 9 session

Language of Instruction: English

Part B: Direct Instruction Supplemental Program Information

Certified ESL teacher: 1

Types of materials: Global Issues (national geographic), From Great Paragraphs to Great Essays, Great Essays

ESL Program for Middle School: Welcome to America!

Narrative :We will access language through the content of American history and current events. We will practice reading comprehension and discussion of the topics that arise from the readings. In this way students will gain more academic language as well as a broader understanding of American culture, and sharpen their fluency in speaking.

Number of students: 6

Day: Tuesday - Wednesday

Time: 3:45-5:15 1/12 X 2/ week

Duration: March- May

March 4,5,11,12,18,19,25,26

April 1,2, 8,9,29,30

May 6,7

Number of sessions: 24

Teacher: 1 licensed ESL teacher

Language of Instruction: English

Materials used: Inside the USA and US History and Life

Part C: Professional Development

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:

Mr. Hyland, a middle school teacher of new immigrant students, will receive a series of four professional development workshops. The focus is on planning instruction and designing questions and discussion to engage learners of various language backgrounds and to maximize student learning.

The PD will be provided by Kalisha Robinson of CFN 112 in conjunction with Global Leaders. Topics explored academic language, development of oral language and accountable talk, questioning techniques across content, using informational texts for recent immigrants.

The dates are February 4th, March 4th, May 20th and June 3rd from 8:30 to 3 pm. Funds will be utilized to pay per diem to cover Mr. Hyland. Mr. Hyland will provide a reflection on the professional development and turn key the information during Common Planning Time.

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:

Parents of new immigrant students will be introduced to NYC's school system through three different workshops that will be held on two Saturdays during the spring term from 9 am to 12 pm. The first workshop will introduce the parents the DoE's database system ARIS and the school's system Jupiter. The Parent Coordinator and the High School ELL teacher will facilitate the workshop. This workshop will be held on February 8th in the school's library and computer room. In the second workshop parents of Middle School students will be introduced to exam requirements for promotion to the next grade on April 5th. The third workshop the parents of recent immigrants High School students will be introduced to NYS's graduation requirements. These workshops will take place in the library at the School for International Studies on 284 Baltic Street and will be facilitated by the two ELL teachers and the Assistant principal. Parents will be provided with breakfast at these Saturday workshops

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		