



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: INTERNATIONAL HIGH SCHOOL AT UNION SQUARE
DBN (i.e. 01M001): 02M438
Principal: GAYLEA PRICHARD-SILVERS
Principal Email: GPRICHARDSILVERS@SCHOOLS.NYC.GOV
Superintendent: MARISOL BRADBURY
Network Leader: CYNDI KERR

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
1. Gaylea Prichard-Silvers	*Principal	
2. Thomas Hasler	*UFT Chapter Leader / SLT Co-chair	
3. Christopher Pineau	*PA Co-President	
4. Yizhong Li	DC 37 Representative	
5. Alexandra Ligay	Student Representative	
6. Henry Paulino	Student Representative	
7. Rachel Balsam	Member / Teacher / SLT Co-chair	
8. Alexandra Silberstein	Member/ Parent	
9. Kadjatou Sylla	Member/ Parent	
10. Diaby Moustapha	Member/ Parent	
11. Carmen Santamaria	Member/ Parent	
12. Song ly Diana Han	Member/ Teacher / SLT Secretary	

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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

70% of classroom teachers will receive a minimum rating of 4 for the **Collaboration** indicator on the Internationals Network for Public School (INPS) Classroom Rubrics and an effective rating for component **1c Setting Instructional Outcomes** of the Danielson Framework for Teaching by June 2014 as evidenced by classroom observations. This goal supports our school-wide instructional focus of collaborative learning and the development of language objectives: *Through teachers' strategic use of intentional groupings and collaborative activities, students will develop their English language skills.*

Comprehensive Needs Assessment

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

Our school is a member of the Internationals Network for Public Schools and all of our students are English Language Learners. Research states that oral proficiency in English as a second language can take 3 to 5 years to develop, and academic English proficiency may take 4 to 7 years. (Thomas and Collier, 2002) However, our students are expected to graduate in four years despite this research. Thus, we regard all of our teachers as teachers of both their content area and English and know that we must provide teacher training in ESL strategies. One type of training our teachers did in the 2012-13 school year was to review student work and curriculum. They concluded that our students need more explicit support in engaging in collaborative learning tasks that require them to use academic English. This assessment was aligned to a key piece of feedback from spring 2013 Internationals School Feedback Session, which stated "Language objectives primarily focus on use of language modalities, rather than focused on the actual language students need in order to create the product that comes out of the particular lesson or activity".

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Principal and assistant principal will meet with classroom teachers to facilitate their self-assessment on INPS Classroom Rubrics and Danielson Framework for Teaching. Each teacher will set his or her professional goals based on the INPS Classroom Rubrics, Danielson Framework for Teaching, and his or her team's instructional focus.
2. Each classroom teacher will participate in differentiated professional development about writing language objectives that align to content objectives and learning activities. An INPS instructional coach will provide some aspects of the professional development.
3. Each classroom teacher will receive meaningful feedback from the principal and/or assistant principal through four to six classroom observations based the INPS Classroom Rubrics and the Danielson Framework for Teaching.
4. Each of our four interdisciplinary instructional teams is staffed with at least one ESL teacher. During Wednesday curriculum development sessions, teacher teams will look at student work and share and get feedback on English language instructional strategies they plan to implement in response to students' needs. The focus of this year's curriculum sessions is the sharing of best practices related to writing clear and effective content and language objectives, learning activities, and to discuss how to group students so they practice academic English.

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

1. Principal, assistant principal, and teachers
2. Principal, assistant principal, teachers, and INPS instructional coach
3. Principal, assistant principal, and teachers
4. Teachers teams

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

1. 80% of teachers will submit self-assessment and goal-setting documents
2. 80% of teachers will submit curriculum maps and lesson plans that include clear and effective content and language objectives, rationale for intentional groupings, and alignment of learning activities to those objectives
3. 40% of teachers will have received observation report ratings of at least effective for **1c Setting Instructional Outcomes** and 4 for the **Collaboration** by February 14.
4. Teacher teams will review students work and get feedback on their English language instructional strategies for a minimum of eight Wednesday curriculum development sessions

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

1. August – October 2013
2. October 2013 – April 2014
3. October – June 2014
4. August 2013 – June 2014

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

1. Self-assessments and goal-setting forms developed in conjunction with INPS school leaders. August professional development week. INPS Grant.
2. November 5 INPS professional development day for all teachers. INPS instructional coach contract beginning December 2. Monthly all staff professional development sessions. INPS Grant, Title I TA, and Tax Levy.
3. Compulsory observations. Tax Levy.
4. Team meeting time to discuss and plan for lowest performing students. Tax Levy, Title III, Title I TA.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Based on needs assessment, the parent coordinator will schedule monthly workshops for families of children who attend the school to ensure that the school provides a welcoming and supportive environment for families.
2. We will hold an October Curriculum Night for Families event in which family members experience the INPS approach to teaching ELLs in a heterogeneous, collaborative, and project-based environment.
3. All workshops, documents, and meetings, will include required interpretations and translations.
4. Parents will be invited on class and college trips.

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 70% of grade 10 students will make progress from February to June portfolio assessment periods in using evidence to support arguments in writing and discussion in Global History and Geography. Student work will be evaluated using the *Evidence and Sources* band of the New York Performance Assessment Consortium graduation rubric.

Comprehensive Needs Assessment

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

- In the 2012-13 academic year, approximately 20% of our 10th graders who took the Global History and Geography Regents exam passed it on the first attempt. More developed International High Schools that administer Regents exams advised us that this pass rate was due in part to the complexity of written responses required of our English Language Learner student population. The thematic and document-based question essays on the Global History Regents exam require students to use evidence to support their main topics and thesis statements.
- International High Schools have a project-based instructional model that is aligned to the New York Performance Standards Consortium. IHS-US is a pilot Consortium school and one of the requirements for graduation from a Consortium school, is a research paper in social studies in which evidence must be used to support the thesis statement. Students must present and defend their research projects in discussion with a portfolio panel of their peers, a teacher, and a visitor adult panelist. The paper and presentation are evaluated using the New York Performance Assessment Consortium graduation rubric.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Global History teachers meet for at least two hours each week in Collaborative Content Area Prep periods to (1) assess student work and (2) to develop Common Core Learning Standards (CCLS)-aligned units of study that incorporate opportunities for students to conduct research using informational texts and using supporting evidence in their writing and discussion.
2. Global History teachers will use the Consortium social studies graduation rubric in conjunction with the Global History Regents thematic essay and DBQ scoring guidelines to develop writing assessments that are aligned to these evaluation tools.
3. Global History and Geography teachers will rate student work of CCLS unit tasks using the Consortium social studies graduation rubric. Teachers collect students' ratings and analyze this data to ascertain if students are making progress in the area of using supporting evidence in writing and discussion.

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

1-3. Global History teachers

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

1. 60% of Global History teachers' curriculum units will include opportunities for students to use informational texts and supporting evidence in their writing and discussion
2. Global History teachers will develop and conduct a minimum of four writing assessments aligned to the evaluation tools
3. Student work products will be evaluated in February and June with Consortium social studies graduation rubric

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

1. September 2013 – May 2014
2. September 2013 – May 2014
3. February and June 2014 portfolio sessions

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

1. Teacher meeting time part of circular 6 assignment. Tax Levy.
2. Assessment development. Tax Levy, including DYO Consortium allocation.
3. Student work evaluation. Tax Levy, including DYO Consortium allocation.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Title I funding not used

Budget and Resource Alignment

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

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

DYO Consortium Allocation = Tax Levy

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 55% of our first graduating cohort (P) will be accepted to a two- or four-year college.

Comprehensive Needs Assessment

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

- 18% of cohort P students lacked required course credits at the onset of their fourth year of high school because they failed required courses in previous academic years or enrolled in our school in the middle of an academic term and did not earn credits for courses that term.
- 12% of cohort P students took college trips in their 9th grade year. Approximately 95% of them took a college trip in their 11th grade year and received instruction through a College Readiness course that met once weekly. Other than this, cohort P students and the year 4 teacher team needed curriculum to guide their students in applying to colleges. In general, we need to further develop our college-going culture in all grade levels at IHS-US.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. The Advance Student Academy will offer courses in English, Global History, American History, Health, Physical Education and Living Environment to undercredited students both after school and on Saturday to obtain credit in these core subject areas.
2. Two new college counselors will be hired and will teach courses on college readiness using the CARA curriculum as part of the regular school day and schedule.
3. College counselors will craft and share guidelines to staff members about how to write letters of recommendation for seniors applying to college. They will send weekly updates via e-mail about the progress of the P cohort in the college application process.
4. College counselors will tailor college readiness classes for undocumented students utilizing Youth Development Council online resources and offices.
5. Social worker will refer any cohort P student who is seeking legal aid to ATLAS:DYI. ATLAS: DYI will offer direct legal services to undocumented students to increase their possibilities to attend college.
6. Social worker will assist students in applying and completing educational programs in the arts, science, humanities and math where they will explore careers in such fields. The education programs will take place at for-profit and non-profit institutions outside of the school building.
7. Cohort P students will visit two colleges in the fall and two in the Spring in preparation for the college application process.

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

1. Core subject area teachers: English, Global History, American History, Living Environment, Health and Physical Education
- 2-4. College counselor
- 4-6. Social worker
7. 12th grade teachers and college counselor

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

1. Number of credits accumulated while attending the Advance Student Academy will be tracked and documented.
2. Evaluation and observation of counselors while teaching college readiness courses utilizing the INPS Classroom Rubrics and Danielson Framework for Teaching. Bi-weekly meetings to discuss transcript evaluation process.
3. Quantification of number of students applying to college during the 2013-2014 school year.
4. Staff and team meetings to collect information from team teachers about the value of recommendation letter-writing guidelines. Regular updates on the P cohort college application process. Individual transcript evaluation utilizing the Transcript Evaluation Form for all students in the P cohort.
5. Report from ATLAS: DYI on the number of students they assist and how many of them will be able to apply to college regardless of their immigrant status. Report on progress of students' legal cases.
6. Number of students completing educational programs in outside organizations as well as one-on-one interviews with students to determine if the program helped them decide and/or influenced their future career choices.
7. Students will identify and select their first, second and third college choices based on the colleges they visited and justify their answers.

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

1. Advance Student Academy Semester 1: October 2013- January 2014; Semester 2: March - July 2014.
2. Observations: one in October 2013; one in November 2013; one in December 2013; one in January 2014.
3. College Applications Sent: January 31, 2014; April 15, 2014
4. Monthly Staff and Team Meetings: September 2013-June 2014. Transcript Evaluations: September-October 2013 and February 2014.
5. ATLAS Reports: 1/13 and 2/3.
6. Educational program complete rates report and interviews March 2014.
7. Student college identification and list: September 2013-January 2014.

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

1. Student Advance Academy. Achieve Now and Office of English Language Learners Grants
2. College counselor and guidance counselor. Tax Levy and Title IA
3. College application tracking sheet by college counselor. Tax Levy and Title IA
4. Grade 12 teacher and counselor weekly meeting time. Tax Levy and Title IA
5. Social worker coordination with ATLAS: DYI. Tax Levy and Title IA
6. Social worker coordination of student participation in outside programs. Tax Levy and Title IA
7. College application tracking sheet by college counselor. Tax Levy and Title IA

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parent coordinator will lead college readiness workshops for parents.
2. Parent Association Elections will take place at the beginning of the school year.
3. Monthly Parent Association and Coordinating council meetings to discuss college process and school mission and vision.
4. Curriculum night where parents will experience "A Day in the Life Of a High School Senior"

Budget and Resource Alignment

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

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

- Achieve Now and Office of English Language Learners Grant funds Student Advance Academy.
- Internationals Network for Public Schools funds CARA contract

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

F.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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

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

1. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. 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.			
School Wide Program (SWP)	X	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.
Our instructional staff is instrumental in our hiring process. We ask our teachers to recruit candidates for vacancies that are in their content area. Teaching teams conduct informal interviews of candidates and invite them to observe their classes. Then our personnel committee, which is comprised of the principal, two teachers, and social worker, conduct formal interviews and receive input from the teacher team.

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

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our teacher teams hold weekly student support meetings with our counselors and social worker. In addition to discussing students' social and emotional needs and how it affects their academic performance, support plans are created to prevent violent behavior and to support our students who live in temporary housing. Collaboration with families is a priority for our teachers and counselors in these situations.

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.).
N/A

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.
N/A

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
<ul style="list-style-type: none"> • Instructional teams of teachers meet weekly to look at student work, develop curriculum and assessments, and implement teaching strategies to engage our Title I students in their academic courses. • Afterschool enrichment programs are offered to Title I students to develop their English language proficiency and mathematical skills in a real-world ways • Social worker provides social emotional learning support group for Hispanic students who were previously disengaged in our school culture, anger management group, and bereavement group. Social worker pushes into classes to support the engagement of Title I students in their coursework. • Guidance counselors maintain progress to graduation records for Title I students and targeted counseling and transcript

review to keep students on track with course credit accumulation. Guidance counselors teach college readiness courses to all 11th and 12th graders to ensure that Title I students have same post-graduation opportunities as their peers.

- SIFE teacher-coordinator provides literacy course to some of our Title I ELLs with greatest literacy support needs.

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).

- Our instructional model requires students to be mixed heterogeneously by English proficiency, math level, L1 proficiency, prior schooling, gender, among other factors. Thus, Title I students are programmed into our regular educational program.
- Our instructional team teachers write content and language objectives and learning activities for their curriculum so it is accessible to Title I students in addition to their peers.
- Our SIFE teacher supports Title I students and the content area teacher by pushing into some of these students' courses during the school week.
- Our instructional team math teachers provide a before-school numeracy program to Title I students and these teachers are the regular school day teachers for these students as well.



INTERNATIONAL HIGH SCHOOL at Union Square

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GAYLEA PRICHARD-SILVERS, PRINCIPAL

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

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

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

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

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

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

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

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



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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

SIGNATURES:

_____	School Staff	_____	Date
_____	Parent(s)	_____	Date
_____	Student	_____	Date

**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 2	Borough Manhattan	School Number 438
School Name International HS at Union Square		

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 Gaylea Prichard-Silvers	Assistant Principal Brian Knudsen
Coach	Coach
ESL Teacher Rachel Balsam	Guidance Counselor Ingrid Cruz
Teacher/Subject Area Jennifer Carlson/ELA&ESL	Parent Christopher Pineau
Teacher/Subject Area Keerthi Malladi/Soc.Stud.& ESL	Parent Coordinator Pieyirigie Coulibaly
Related Service Provider Peter Chang	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	7	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	6
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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)	342	Total number of ELLs	307	ELLs as share of total student population (%)	89.77%
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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														
Pull-out										7	7			14
Push-In										25	25			50
Total	0	0	0	0	0	0	0	0	0	32	32	0	0	64

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	277	Newcomers (ELLs receiving service 0-3 years)	225	ELL Students with Disabilities	14
SIFE	116	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	2

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	257	58	13	48	15	2	2	2	0	307
Total	257	58	13	48	15	2	2	2	0	307

Number of ELLs who have an alternate placement paraprofessional: 3

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										32	38	26	34	130
Chinese										17	18	13	25	73
Russian										0	0	0	0	0
Bengali										2	5	13	5	25
Urdu										1	0	1	0	2
Arabic										9	13	2	3	27
Haitian										0	1	2	0	3
French										6	5	5	5	21
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										4	14	4	4	26
TOTAL	0	71	94	66	76	307								

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)															0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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					0
7					0
8					0
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									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (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	85	0	19	0
Integrated Algebra	146	90	19	35
Geometry	4	0	4	0
Algebra 2/Trigonometry	14	0	1	0
Math				
Biology				
Chemistry				
Earth Science	62	41	1	14
Living Environment	112	65	13	11
Physics				
Global History and Geography	114	69	0	10
US History and Government	80	59	2	15
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.

When students arrive at International High School at Union Square we take careful steps to identify each student's individual learning needs and provide targeted strategies and resources to support growth. We take the following steps to determine the literacy skills of our students.

All newly arrived students who select a language other than English on the home language survey are given the LAB-r within the first 10 days. The LAB-r is proctored and marked by a teacher who is certified in ESL. Students who identify Spanish as their home language are also given the Spanish LAB-r by a bilingual and ESL certified teacher. Students are then given an extensive SIFE interview in their first language. The SIFE interview provides narrative about schooling history, language experience, and significant family events. A transcript of the lengthy interview, typically 30 – 60 minutes, is produced and shared with teachers. Students are also given the San Diego Quick Reading Assessment.

After the first week the teachers of each new student meet to share and assess student work, class preliminary diagnostic test data, the results of the LAB-r, Spanish LAB-r, and San Diego Quick Reading Assessment. After reviewing student work, LAB-r data, Spanish LAB-r data, the San Diego Quick Reading Assessment, and the extensive text of students' SIFE interview teachers determine how best to support students.

All students at International High School at Union Square are new immigrants whose first language is not English. Because every student is learning English every class is designed to support the needs of emerging English language learners. Teachers use SIOP strategies as well as a variety of resources to support students. Every classroom has dictionaries and technology that allows students to access their native language. Every classroom also has content rich visual media that supports students in accessing both content and language goals.

Teachers employ a wide range of classroom strategies to make content accessible as students concurrently develop proficiency in English language. Teachers provide students with a range of scaffolded texts that reflect individual reading levels. Activities are structured to support a variety of learning styles. Students are frequently engaged in group work with a heterogeneous group of classmates. Student groups reflect a range of English language ability as well as varying amounts of knowledge of the content. Through strategically created groups and wisely crafted activities all students are engaged in reciprocal teaching and learning. All students are challenged to develop their language and content knowledge. Some students develop sound foundations while other students develop mastery by teaching and leading their peers.

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

The NYSESLAT Data for 2013 has not been released by the state of New York. International High School at Union Square is in our 4th year. Because we are working with data from only 2 years, 2011 and 2012, and because we did not have a senior class last year and we did not have a junior or senior class two years ago there are limited yields that can be gathered from the NYSESLAT and LAB-r data.

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](#))

All teachers at International High School at Union Square work with data from the LAB-r, NYSESLAT, and other city and school assessments. The data from these exams supports teachers in developing class designations for all students. Students are assigned to classes based on a range of factors including language proficiency as indicated by the NYSESLAT and LAB-r. Within classes teachers use this data along with other factors to assign students to groups and seating assignments. These strategically created groups are essential to the process of creating effective group assignments.

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?

Our school, along with schools in the Performance Standards Consortium, developed DYO Formative Assessment tasks and rubrics. Student work is analyzed by groups of teachers to look at literacy and numeracy development for particular students as well as for general student trends. As students progress from 9th grade through 12th grade, they are less reliant on native language supports as their English comprehension improves. There is an overall pattern of ELL achievement improving over time. As a result of looking at these trends

across grades, teachers emphasize reading and writing, build in scaffolds and supports, as well as differentiate texts for students. Teachers incorporate a variety of choices for students to demonstrate mastery. While students complete projects in their native languages, no tests are taken in their native languages as we have 40 different native languages spoken in our school.

b. We do not use the ELL Periodic Assessment at this time

c. n/a

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?

As part of the Internationals Network for Public Schools (INPS), every child's second language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:

- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning
- Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society
- Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program
- Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
- One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

Based on the Internationals Approach students' backgrounds are viewed as assets by all teachers. Our SIFE coordinator Rachel Balsam along with all teachers, and other school staff who speak a student's home language conduct SIFE interviews for new students. Information from the niterview is typed into a narrative report that is shared with team teachers. In addition to the SIFE interview transcripts, NYSESLAT and LAB-R information is shared with the students' teachers. Teachers take this data into account while planning instruction. Noteworthy information from parent interviews, the Home Language Survey and information on the child's education history are shared with the child's teachers. Teachers take this information into account while planning instruction. When possible we partner with community organizations to provide native language support as is the case with the French Consulate which provides in-house native language courses for our students. All teachers are cognizant of the importance of strengthening our students' native language and therefore incorporate native language activities into the curriculum as often as possible. This may include giving students the opportunity to research or present projects or activities in their native languages. Through our in-house PD, teachers share best practices on how to incorporate native languages into curriculum.

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 - we do not have a dual language program

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our program is measured through the analysis of a wide array of data sources, including:

- Projected vs recorded credit accumulation
- Course pass rate for all grades
- Regents pass rate
- Attendance rates
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results
- Dropout rate
- Student anecdotes

School Progress Report data

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](#).)
All students admitted to The International High School at Union Square from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, fill out the HLIS (in their native language if available). An informal interview takes place with an ESL teacher and person who speaks the native language of the parent (this can be an internal staff member or an outside translator from a social service agency or NYC DOE Translation Services). Students then take the LAB-R within ten days of admission. The LAB-r is proctored and graded by an ESL certified teacher, Rachel Balsam. The Lab-R is given on an ongoing basis as new admissions occur. In addition to the LAB-r the Spanish LAB-r is also given to students within the first 10 days if a student indicates that Spanis is the home language and the student's LAB-r results indicate that the student qualifies for ELL services.

The people responsible for this are:

HLIS: Ingrid Cruz, Gaylea Prichard-Silvers, Brian Knudsen - (ESL Licensed Teacher)

LAB-R: Rachel Balsam - (ESL Licensed Teacher)

Formal initial assessment in literacy, math, English: All classroom teachers and Licensed ESL and/or content area teachers

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.

A team consisting of the guidance counselor, business manager, school secretary, parent coordinator, assistant principal (ESL Licensed), and community associate representing different language groups present at our school facilitates the enrollment process. Within ten days of the entry date, the following steps take place:

- At the time of enrollment, families are given the HLIS and entitlement letters and are invited to attend any of a series of meetings to view NYC DOE program choice videos, available in a variety of languages, and ask questions about the program choices. Staff members and ESL teachers who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support and social service agency support. An administrator attends the meetings.
- In addition to viewing the video, parents of new enrollees are also provided with program choice brochures and various research based articles so that they can make an educated selection for the type of program appropriate for their child.
- Information describing the three program choices is reviewed with parents by the Parent Coordinator and ESL Teacher after the videos are shown at the orientation.

Upon the availability of a Transitional Bilingual Education Program or a Dual Language Program, parents will be informed via telephone call in their native language (by school staff or DOE interpretation support) and optional school face-to-face meeting.

After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office. Our parent coordinator also maintains copies of the forms.

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](#)].)

After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office by guidance counselor Ingrid Cruz. Our parent coordinator Pieyirigie Coulibaly also maintains copies of the forms. A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned. If a Program Selection form has not been submitted, individual calls, in the native language using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to meet with an ESL teacher, Rachel Balsam, and guidance counselor, Ingrid Cruz, to complete the form. The guidance counselor, Ingrid Cruz ensures that continuous entitlement letters are sent home in subsequent years and kept in the ELL compliance binder. Within ten days of enrollment, the student is given the LAB-R by our literacy coach, Rachel Balsam. Rachel Balsam uses ATS report RLER to identify the students who need to be given the LAB-r. Students who have already opted in to the ESL program are given continued entitlement letters at the beginning of the school year and copies of these letters are kept by our parent coordinator Pieyirigie Coulibaly in the ELL compliance binder in the counselors office.

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.

Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents have all requested an ESL instructional program on the program choice selection form which describes three options: TBE, DL, and ESL. The ELPC screen is updated in ATS within 20 days of selection.

Our school attempts to hire personnel – professional, para-professional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education's translation services to communicate with our parents in writing in their native languages. Using these translation resources, we ensure that students' guardians have a clear understanding of the three program choices available. We update the ELPC screen within 20 days of enrollment.

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.

All ELLs, as identified in the RLAT ATS report, take the NYSESLAT during the spring testing period as required by NYS regulations. The NYSESLAT is administered by all teachers and test coordination is done by our assistant principal. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

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. ①

Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. All of our parents have requested Free-Standing ESL.

Therefore, the program models at our school are aligned with parent requests. Parent Choice letters are collected and analyzed each year by the parent coordinator to determine trends. Our parents overwhelmingly select ESL as the program of choice, thus our parent choice and program offerings are completely aligned.

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])?
 - a. Instruction at our school is delivered collaboratively by teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art, Drama, and Physical Education) who work to plan instruction for groups of approximately 100 students.
 - b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.
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)?

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes one to two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. Classes are 60 minutes in duration, so a student will meet with his or her English teacher 4 times a week and his ESL teacher at least 4 times a week. NLA usage/support is included for 25% of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio is maintained at 18-25 students to 1 teacher to allow for more individualized instruction depending on the students' language abilities.
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.

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use to communicate with the whole class is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs.

Most curriculum materials are teacher developed with guidance from INPS. Reading libraries are available on all teams. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative project-based tasks that both develop language and content knowledge. Tasks are all common core aligned (as indicated in our teachers' curriculum maps) and designed to be engaging and relevant to students' lives as well as to build students content and language abilities and understanding. All teachers use a variety of ELL strategies including differentiated texts, jigg-saw activities, multiple means to access key concepts and ideas, and first language resources. Each lesson follows SIOP model strategies including language objectives and content objectives. Students are supported in each lesson with comprehensible input that develops language and content objectives. Objectives are aligned with CCLS. Principal observations and regular intervisitation among teachers ensure that the ELL accommodations are effectively implemented by all classroom teachers.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Native language screeners are used when possible to evaluate ELLs in their native languages. With over nearly 40 different languages spoken by our student population, many of our ELLs speak languages for which screeners are not available, so we rely on student peers, parents and community partners to provide feedback on native language projects.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All teachers understand that language acquisition must occur in all four modalities, meaning listening, speaking, reading and writing. Teachers work in collaborative teams with two or more licensed ESL teachers on each team, so these ESL teachers help the content teachers through the common planning of curriculum. Also, all content teachers have attended ELL specific professional development through WestEd or INPS to ensure their understanding and give them tools to teach to all four of these

modalities. Through the INPS core principles of collaborative and experiential learning, teachers make sure sure that students acquire new language through speaking and listening. With Common Core professional development, teachers also ensure students acquire language through reading and writing. Lastly, all students work on portfolio projects for each class which incorporate all four language learning modalities. These projects include written pieces, as well as presentations. The initial written piece serves as a diagnostic and can then be compared with the following formal and informal writing pices over the course of the year to evaluate and understand students' progress over the course of the year. Formal and informal assessments are conducted multiple times over the course of the year. Thus, all four modalities are appropriately evaluated.

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).

Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all International High Schools. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms; while these instructional strategies benefit all students, they also can be specifically targeted to meet the needs of ELL subgroups:

- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.” This benefits Former ELLs and Long-term ELLs as students have the ability to select assignments appropriate to their levels. This is of particular importance to this subgroup of ELLs who crave high-interest tasks that are scaffolded to support their language development.
- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels. Having a variety of texts at different reading levels available benefits both SIFE and newcomer students as teachers are able to direct students to texts that are accessible to the student based on their levels. Over time and with the careful guidance of teachers, students can progress to reading incrementally more challenging texts.
- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different texts and share their knowledge orally, then collectively answer question about the material presented through all of the text. Jigsaw readings are beneficial for SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLS, and former ELLs as students strengthen their reading, writing, speaking, and listening skills in order to interpret the text, record the group’s discussion and then share the information back with their jigsaw group.
- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project. SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLS and former ELLs benefit from collaborative group projects as students work together to navigate the problem and come up with creative ways to share their solution, oftentimes through the use of technology to aid in communicating their ideas.

We offer two standalone accelerated literacy classes to support 9th and 10th grade SIFE students. Students are selected based on SIFE designation and instructional teacher team input. Class size is smaller in order to help students feel safe and comfortable and get adequate attention. One class is based on the Internationals model of using collaborative content-based projects to advance students'English acquisition. The second class is a pilot of the Reading Horizons phonics program, which was selected with the purpose of helping those students who particularly struggle to connect the sounds they listen to and speak to the letters and words they read and write. In addition to the standalone classes, the literacy coordinator, Rachel Balsam, provides daily in-class support to 12th grade SIFE students in their American literature and history classes, with a focus on academic reading and writing.

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?

Instructional strategies and materials are selected to provide access to academic content areas and to accelerate English language development for our ELL-SWDs. Trained and certified ESL teachers create scaffolded activities and differentiated leveled texts to support students language and content acquisition. Informal and formal evaluations at the beginning of the school year as well as conversations with the students' previous teachers help to inform teacher of their students' ability levels. Based on this data, teachers select instructional strategies and resources tailored to their students' needs. Through implementation of a highly differentiated curriculum, all students are assigned appropriate tasks tailored to their ability level allowing them to access the

material. Teachers provide students with a variety of resources including leveled texts, video clips, and other visuals to aid students in accessing the information. All projects culminate in presentations of work to peers and, when possible, to outside guests. Therefore, in the completion of projects, students utilize all 4 language modalities, which aids in acceleration of English language development. Curriculum is all teacher-generated to best meet the various ability levels present in the classes. Teachers submit common core aligned curriculum maps which are shared with their colleagues for peer feedback and review. Technology is used in all classes for presenting projects, researching topics and final presentations, thus technology is key for communication, negotiation of content and presentation of knowledge. All ELL-SWDs are provided with appropriate support to ensure their growth and development. Our special education teachers meet regularly with the teachers and the students to provide support and track their improvement.

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 ensures that flexible programming is used to maximize time spent with non-disabled peers. All ELL-SWDs are programmed in classes with their non-disabled peers; they are only removed from their inclusion classes during ELA classes school for individual support. They also receive push-in support from their special education teacher throughout the week. Our school philosophy relies on the strength of heterogeneous student populations working in collaborative groups to help one another, therefore, we value the presence of ELL-SWDs in our mainstream classes. We have two ICT students who are on the same team, in the same strand. Our Special Education teacher co-plans with humanities teachers to provide instruction and 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:				
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

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

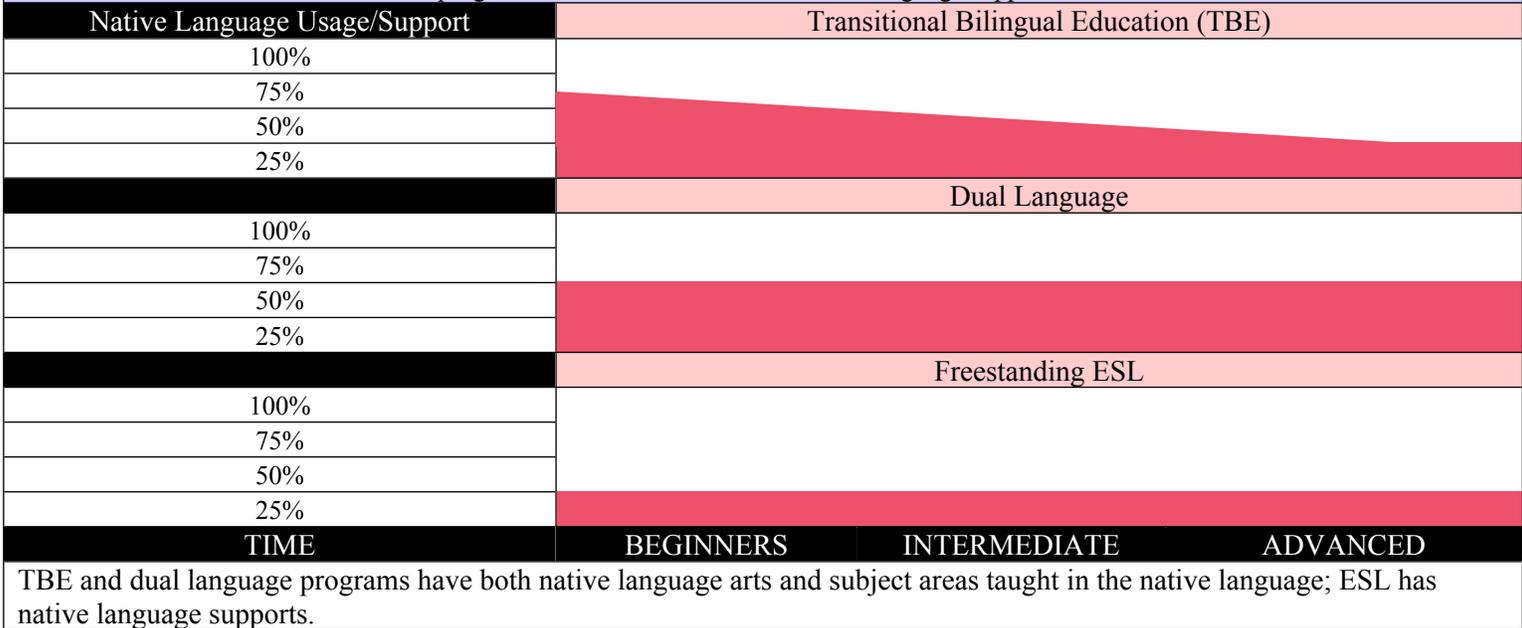
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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.

Our after school and weekend school "Advance Student Academy" includes a series of targeted interventions geared to support all of our ELL subgroups. Students are encouraged by teachers, administrators, and guidance counselors to attend appropriate classes or clubs to improve their academic performance. Data from these programs is collected in the form of weekly attendance rosters, grade analysis of students attending these programs and teacher anecdotes. Teachers facilitating these programs utilize the "Internationals Approach":

- Photography and Publishing (Course offered in English with L1 support and ELL strategies)
- Global History A (Course offered in English with L1 support and ELL strategies)
- Global History B (Course offered in English with L1 support and ELL strategies)
- Living Environment (Course offered in English with L1 support and ELL strategies)
- French for Native Speakers
- Health (Course offered in English with L1 support and ELL strategies)
- English A (Course offered in English with L1 support and ELL strategies)
- English B (Course offered in English with L1 support and ELL strategies)
- Diction and Phonics (Course offered in English with L1 support and ELL strategies)
- Mouse Squad (Course offered in English with L1 support and ELL strategies)
- Newspaper (Course offered in English with L1 support and ELL strategies)
- Explorations in Chemistry (Course offered in English with L1 support and ELL strategies)(Course offered in English with L1 support and ELL strategies)
- Peer Mentoring (Support offered in multiple languages)
- Language Exchange (Support offered in multiple lanugages)

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

These programs are effective in a number of ways. First, students get individualized help that targets specific content or language deficiencies and gives students tools to meet the standards. Also, research indicates that involvement in extra-curricular activities in high school is one of the few interventions that benefits students from low socio-economic status (Everson and Millsap 2005), so not only do the above-mentioned tutoring classes help with student achievement, but the numerous culture clubs, peer training, student government, yearbook and sports teams also help indirectly, because they increase attendance and motivation.

Furthermore, since students in these clubs speak a variety of languages, they must use English to communicate, helping their language development. The effectiveness of these programs is measured through analysis of participants' grades, attendance, informal/formal assessments in the programs and teacher anecdotes.

11. What new programs or improvements will be considered for the upcoming school year?

Advance Student Academy: Mouse Squad, Newspaper, Diction and Phonics, Language exchange, College readiness planning

12. What programs/services for ELLs will be discontinued and why?

None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Because nearly 90% of our students are ELLs, all school programs are "equal access." In addition to the support and intervention services listed in the answer to question ten of this section, we have the following after-school classes and clubs; while they may not all be "academic" in theme, all of them are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing of English:

- Student Government
- Photography and Publishing
- Global History A
- Global History B
- Living Environment
- French for Native Speakers
- Health

- English A
- English B
- Diction and Phonics
- Mouse Squad
- Newspaper
- Explorations in Chemistry
- Peer Mentoring
- Language Exchange

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Since all of our students are multi-lingual, they are encouraged to use their native languages whenever possible to aid in communication with their peers or to aid in understanding of the content. When possible, teachers incorporate native language materials into the curriculum based on the students' needs and ability levels. Some examples include:

- QTEL Institute curricula
- Anti-Defamation League: A World of Difference
- Network for Teaching Entrepreneurship (NFTE) curricula
- Facing History, Facing Ourselves
- NY Tolerance Center
- Brain Pop! Videos in multiple content areas
- New York Historical Society
- Brooklyn Academy of Music
- Technology (school has 1:1 laptop computers plus 2 computer labs):
 - o iMovie, Final Cut Pro (digital video cameras)
 - o Garageband (digital voice recorders)
 - o iPhoto (digital cameras)
 - o Powerpoint
 - o MS Word, Excel, PowerPoint
 - o SMART Board
 - o iWork
 - o iBook

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

All of our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Peers, community partners, family members and/or school personnel support students. We also have an extensive native language library with a wide selection of fiction and non-fiction books from which our students can choose. Students take advantage of these resources several times throughout the day.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All of the required services for high school-aged ELLs are available to our students.

We use a wide array of resources in our school including teacher-made materials, textbooks on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

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.

Prior to the start of the school year, new students are assigned to heterogeneous teams with students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and

lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. A new family orientation meeting is held annually Just before Labor Day to welcome new students to our school and to inform them about our school structure and activities.

18. What language electives are offered to ELLs?

- French for Native Speakers

19. For schools with dual language programs:

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

n/a - no dual language program

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.

1. The teachers, assistant principals, paraprofessionals, guidance counselor and secretary at International High School at Union Square participate in various professional development activities including intervisitations within our own school as well as at other schools and collaborating with outside institutions such as Columbia University, NYU, World Science Festival, The Museum of the City of New York, New York Historical Society, Facing History and Ourselves, Teachers College, National Endowment for the Humanities, and The Tenement Museum. These professional development experiences allow teachers to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers. (9/10/2013, 9/17/2013, 9/24/2013, 10/1/2013, 10/8/2013....6/3/2014, 6/10/2013.)

Teachers at The International High School at Union Square participate in weekly interdisciplinary team professional development as well as bimonthly discipline-based professional development. In addition, HIS-US conducts monthly professional development meetings for all faculty. Our Team Leaders meet weekly to plan professional development, arrange for outside specialists, and provide feedback related to team issues, action research, Internationals Network for Public Schools news, and other relevant organizational professional issues. The all staff meetings also prepare for our teacher-led PD which is held once a month.

In-House Professional Development

- Intervisitations - In order to foster collaboration among teachers, each teacher will have the opportunity to observe another teacher during the year. Each visit will include a meeting with the host teacher to discuss classroom strategies and student outcomes.
- Common Planning Time – Electives taught by outside organizations once a week will free up one period of professional development time when teachers on the same team can meet to plan interdisciplinary units, share curriculum and share information about inquiry projects.
- New Teacher Meetings - At this weekly meeting, new and interested teachers will share curriculum and discuss classroom challenges and successes.

Other Professional Development

- Intervisitations – one teacher from each team will visit one of our sister International High Schools to learn from their successes and struggles. The visiting teacher will debrief with other staff members.
- QTEL Training

2. CFN 106 and INPS have offered several professional development sessions on Common Core. Teachers engaged in workshops that introduced them to Common Core Standards for their discipline, as well as helped them with strategies to implement Common Core, specifically Universal Design for Learning and Depth of Knowledge. Furthermore, teachers developed Common Core aligned units and engaged in reflection, using the QTEL analysis tool, DOK or UDL tools. They then shared their curriculum and reflection, received feedback from other teachers, and revised their units accordingly. Principal and Assistant Principals visit the classrooms to provide feedback on implementation of common core aligned curriculum.

3. The guidance counselor attends professional development provided by the Internationals Network for Public Schools. This PD is designed specifically for guidance counselors and social workers who work with ELLs to provide them with strategies for assisting ELLs as they transition from middle school to high school.

4. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in question one above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of eighty hours of professional development a year.

In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and Election Day professional development. Professional Development topics include: Designing Effective and Integrated Content and Language Objectives, Aligning Common Core Standards with projects for ELLS, Performance Based Assessment Tasks, Outcomes based assessment, advisory, technology integration, college readiness and many more. There are also a variety of inter-school project-based learning opportunities. All records of professional development activities are maintained in our Google Drive folder which is updated on a weekly basis by our Professional Development Committee.

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?
 1. Our parent coordinator encourages parents to become involved in our school community by sending home monthly mailings and organizing monthly meetings. Monthly family association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as “Know Your Rights,” “Understanding the College Process,” “Health Fair,” and “How to Help with Homework.” The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. On-staff translators and student assistants translate all content into several languages including Bengali, Chinese, Wolof, French, Spanish, Haitian Creole and Fulani.
 2. International High School at Union Square partners with several different organizations in order to provide workshops and/or services to ELLs and their families including:
 - Internationals Network for Public Schools
 - New York Performance Standards consortium
 - CARA (College Access: Research and Action)
 - New York City Leadership Academy
 - The U.S. Peace Corps
 - The U.S. Peace Corps Fellows Program at Teachers College Columbia University
 - Assorted attorneys and tax specialists (workshops on legal and financial issues)
 3. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at Family Association meetings. Parents are also surveyed through informal conversations over the course of the year at Family Association meetings and Parent Teacher Conferences. The role of the parent coordinator is to review the survey data and to work with outside partnerships to create a calendar of monthly meetings relevant to the parents’ needs and interests. The parent coordinator also works closely with the parents over the course of the year and periodically surveys them formally and informally to monitor their concerns and questions about our school. There is also a monthly Coordinating Council meeting that is open to all parents. Parents are invited to share ideas about improving the school community, raise any issues or concerns, and participate in decisions such as writing and formulating the school’s mission statement.
 4. Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the results of the surveys described in the answer to question three above. Topics covered over the course of this year include: Introduction to HIS-US Curriculum, Graduation Requirements, College Prep, Financial Aid, Mentoring and College Readiness, Immigration, Internship, Knowing Your Community, Summer Plans and New Families Orientation.

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.

Part VI: LAP Assurances

School Name: International HS Union Square

School DBN: M438

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gaylea Prichard Silvers	Principal		11/15/13
Brian Knudsen	Assistant Principal		11/15/13
Pieyirigue Coulibali	Parent Coordinator		11/15/13
Rachel Balsam	ESL Teacher		11/15/13
Mark Hayward	Parent		11/15/13
Juan Carlos Perez/Math	Teacher/Subject Area		1/1/01
Sean DeSilva/ELA	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: 02M438 **School Name:** International HS at Union Square

Cluster: 1 **Network:** 106

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

Part A: Needs Assessment Findings

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

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Spanish - 41%, Chinese - 23%, Bengali - 9%, Arabic - 8%, French - 8%; Wolof - 2%, Haitian-Creole - 1%; Other - 8% (representing 18 additional languages). Copies of said information are shared with our entire staff, student body, and families. All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of school correspondence in Arabic, Bengali, Chinese, Haitian-Creole, Spanish, and Urdu including:

- a. Announcing important meeting dates (New Student Orientation, Curriculum Night for Families, Coordinating Council (SLT meetings), Family Association meetings, etc.)
- b. Special events (Multicultural Thanksgiving Feast, International Performance Festival)
- c. Letters of concern about students' academic performance, attendance, and behavior
- d. Letters of congratulations praising student performance, attendance, and behavior
- e. Welcome packets for families like the student handbook that explains school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school

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.

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Spanish - 41%, Chinese - 23%, Bengali - 9%, Arabic - 8%, French - 8%; Wolof - 2%, Haitian-Creole - 1%; Other - 8% (representing 18 additional languages). Copies of said information are shared with our entire staff, student body, and families.

Because we have identified the need to have interpretation services for students and their families, we have hired many bilingual and multilingual staff members to assist in interpreting for parents when they come to school for:

- a. New Student Orientation, Curriculum Night for Families, Family Association Meetings, Coordinating Council (SLT meetings), ARIS training, and other evening school events
- b. Discipline meetings with the dean, assistant principal, and assistant principal
- c. Meetings with teachers and counselors about their children's academic performance
- d. Enrollment of new students in our school.

In addition, we utilize the NYC DOE Translation Unit, in-house school staff, outside translators, and parent volunteers to translate documents in a timely manner

Part B: Strategies and Activities

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

All written correspondence between the school and students' families is provided in the language of their choice, based on the Home Language Identification Survey. We use the NYCDOE's Translation Unit, internal staff, parent volunteers, or outside organizations to provide translations of all school correspondence (in Bengali, Arabic, Chinese, French, Haitian-Creole, Spanish and other languages), including templates that we can adapt for:

- a. Announcing important meeting dates (New Student Orientation, Curriculum Night for Families, Coordinating Council (SLT meetings), Family Association meetings, etc.)
- b. Special events (Multicultural Thanksgiving Feast, International Performance Festival, Spirit Week, etc.)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school
- f. School Progress Reports

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.

Because we have identified the need to have interpretation services for students and their families based on the Home Language identification Survey, we have hired many bilingual and multilingual staff members to assist in interpreting for parents when they come to school for:

- e. New Student Orientation, Curriculum Night for Families, Coordinating Council (SLT meetings), Family Association meetings and other evening school events
- f. Discipline meetings with the dean, assistant principal, and principal
- g. Meetings with teachers and counselors about their children's academic performance
- h. Enrollment of new students in our school

Our guidance department also uses the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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>.

International High School at Union Square will provide timely translation and distribution of communications by utilizing the DOE Translation and Interpretation Unit, using allocated funds for translation/interpretation, utilizing previously translated documents available on the DOE website, utilizing School Messenger, which translates and sends automated messages to parents, and using the DOE's Translation & Interpretation Unit at 718-752-7373, ext. 4 for over-the-phone translations, as necessary. Parents will be provided with a Bill of Parent Rights and Responsibilities in their native languages so that they are aware of their rights regarding translation and interpretation services. An interpretation services sign is also posted at the entrance to our campus, outside our main office, and outside the parent coordinator's office to alert parents to how to access interpretation services. The school safety plan includes a stipulation for using our multi-lingual staff members as translators for communicating with parents.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: International HS at Union Sq	DBN: 02M438
Cluster Leader: Doug Knecht	Network Leader: Cyndi Kerr
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 244
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 4
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

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

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

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

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

- Materials include bilingual dictionaries and ELL-friendly English books

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

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

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

- Taught in English by one ESL teacher

- Materials include native language books and bilingual dictionaries

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

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

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

- Taught in French and English by one French teacher

- Materials include French language books and bilingual dictionaries

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

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

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

- taught by two ESL/social studies teachers

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

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

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

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

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

Part C: Professional Development

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

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

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$22800

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> • Per session • Per diem 	<p><u>\$18,572.26</u></p>	<p><u>PART B - AFTERSCHOOL: Per session for two ESL teachers, one science teacher, one French teacher, and two ESL/social studies teachers who provide direct instruction to ELLs in classes noted in afternoon classes.</u></p> <p><u>-Instruction takes place one hour each week for five of these teachers. 1 hr/wk x 27 wks for 5 teachers = 135 hours x \$50.06 = \$6,758.10.</u></p> <p><u>-Instruction takes place for two hours each week for one of these teachers. 2 hr/wk x 27 wks for 1 teacher = 54 hours x \$50.06 = \$2,703.24.</u></p> <p><u>PART B - SATURDAY ACADEMY: Per session for six teachers (two ESL, four content) to provide direct instruction to ELLs in Saturday classes noted in Part B.</u></p> <p><u>-Instruction takes place five hours each week for six sessions. 4 hr/session x 6 sessions x 6 teachers = 144 hours x \$50.06 = \$7,208.64.</u></p> <p><u>PART C - PROFESSIONAL DEVELOPMENT: Per session for three ESL teachers who participate in weekly professional development team meetings. 0.5 hr/wk x 25 wks for 3 ESL teachers = 38 hours x \$50.06 = \$1,902.28</u></p> <p><u>See Part C for learning acquired by teachers from this professional development activity.</u></p> <p><u>NOTE: 12 teacher positions are listed in Part B: Direct Instruction. Some teachers hold multiple positions.</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p><u>\$3,000.00</u></p>	<p><u>PART C - PROFESSIONAL DEVELOPMENT: Per participant fee for Math QTEL training provided by West Ed for three full-day sessions. \$1000 registration fee/teacher x 3</u></p>

Part E: Budget

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

Allocation Amount: \$22800

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