



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: COLLEGE OF STATEN ISLAND HIGH SCHOOL FOR INTERNATIONAL STUDIES

DBN (i.e. 01M001): 31R047

Principal: JOSEPH CANALE

Principal Email: JCANALE2@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

Network Leader: NATE DUDLEY

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
Joseph Canale	*Principal or Designee	
Lena Cosentino	*UFT Chapter Leader or Designee	
Lisa McSherry	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Anisa Khari William Quinones	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Susan Sullivan	CBO Representative, if applicable	
Karolynn Mangiero	Member/ Faculty	
Lilliana Vendar	Member/ Faculty	
Edward Abdenour	Member/ Faculty	
Camile Morales	Member/ Parent	
Mary Khaleed	Member/ Parent	
Denise Battaglia	Member/ Parent	
Michelle Bailardo	Member/ Parent	
	Member/	

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

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)
	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.

By June 2014, through the enhancement and utilization of targeted writing strategies reflective of Common Core Informational/Explanatory Writing Standards, students' writing will improve as evidenced by 70% of 11th grade students scoring a 3 or higher on the thematic essay included in the June 2014 United States History Regents exam

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.

Whereas literacy proficiency, written communication skills such as application of supporting/concrete details within writing are student abilities which are a predictor and skill necessary for college and career success; and the percentage of students who earned less than a three on the thematic essay on the June 2013 Global History Regents Exam was 49% on the June 2014 United States History Regents at least 65% of all test takers will earn a three or higher on the thematic essay.

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. On June 27, 2013 the Social Studies department engaged in an intensive analysis of the Global and United States regents exams questions, answers, and essays for the June 2013 regents
2. From this review and analysis pedagogical strategies and instructional changes were considered and action ideas slated for implementation.
3. Cross collaboration on the 11th grade team on interdisciplinary CCSS aligned tasks between ELA and United States History will continue to be created that focus carefully on writing and literacy.
4. The entire 11th grade team will focus on the application of concrete details and persuasive writing/supported arguments within their lessons and tasks.
5. Task design, vetting, and looking at student work (tasks) will be facilitated through weekly grade teams and the teachers will identify patterns and trends and will adjust instruction accordingly.
6. Targeted small group instruction based on data review of mock thematic essays and performance on US History will be conducted during professional periods
7. Mock Thematic Essays will be administered under testing conditions and ELA teachers and United States History teachers will assess and collaborate on the results and next steps in English and Social Studies
8. Interdisciplinary unit on Civil Rights (a popular thematic essay topic) will be taught concurrently in the English and United States History classes with essay tasks that will be aligned to the CCSS and thematic essay format.
9. Implementation of Jane Schaffer-type method for student drafting will be purposefully incorporated into lessons, homework, and CCSS aligned tasks.
10. A social studies licensed ICT teacher has been installed with content knowledge and access to English curriculum with collaborative planning periods embedded into

program

11. US History teacher and sophomore Global History teacher have been selected to attend monthly content based Professional Development pertaining to literacy building in History courses. Professional Development is conducted by CFN partnership and teachers were selected to strengthen the bridge between content knowledge and essay writing in the discipline.

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

1. Social Studies department, specific teachers Tonya Youngblood supporting Karolynn Mangiero and Kevin Donofrio

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

1. Baseline Thematic Essays utilizing January ELA regents results to assess joint strategies between 11th grade Social Studies and ELA teachers

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

1. June 2013 –June 2014

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

1. Common planning time. Instructional rounds. Inter-departmental strategizing. Regents exam analysis. Weekend tutoring sessions focused around writing better essays mixing content and writing strategies.

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).

Disseminate strategy sheets to families on test preparation, assisting their children toward earning higher scores on regents examinations.

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

Budget and 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	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Network support resources

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 January 2014, at least 25% of all student test takers will earn an 80% or better on the ELA Regents exam

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.

Since the score of 75% on the ELA Regents is a metric which determines remediation within the City University; and the percentage of Junior students who earned a score 80% or better on the ELA Acuity Regents Predictive was 21%; our goal is that on the January 2014 ELA Regents at least 25% of all test takers will earn 80% or better.

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

On June 26, 2013 the English department engaged in an intensive analysis of the ELA Regents exam, answered questions, and essays was undertaken for the January 2013 regents.

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

1.

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

1. ELA Department 11th grade teachers Heather Prevosti and Jennifer Schonwetter

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

1. Baseline mock exams, acuity exams

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

1. June 2013-January 2014

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

Allowance of common planning time. Parent information sessions for teachers. Diagnostic reading exam Gates McGinnity Tutoring sessions within the day and on weekends. Disseminate strategy sheets to families on test preparation, assisting their children toward earning higher scores on regents examinations.

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).

- Report card messages will reiterate to families the importance of scoring higher grades on Regents examinations (ELA in January and Mathematics in June).

- All families will be provided with resources for study aids beyond regents books such as regents prep.org
- Weekend parent breakfasts by cohort will be held to communicate the importance of college and career readiness and the connection to Regents scores.
- In early January, the English Department will coordinate a “Family Information Night” specifically developed to share the individual results of the mock Regents exam, explore the components of the exam and identify strategies to support success at home.
- PTA and Parent Coordinator newsletters will convey the importance of achieving certain scores.
- College Corner on the school’s website will highlight the importance of 75-80% on Regents exams.

Budget and 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	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Network support										

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, the teachers at College of Staten Island High School for International Studies shall have developed and administered five Common Core State Standard (CCLS) aligned units with culminating tasks across all academic subject areas; these shall be:(1) developed and embedded in the curriculum and (2) administered to students who will engage in and will be graded according to a common rubric/assessment tool which is aligned to selected Common Core State Standards

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.
The 2013-2014 Citywide Expectations as outlined by the NYC Department of Education around engaging all students in CCLS aligned units of study culminating in performance tasks shall be implemented by College of Staten Island High School for International Studies by composing teachers into teams divided into 9th, 10th, 11th, and 12th grade and concurrent academic discipline teams. These teams will collaborate and work to strengthen student work together and implement instructional shifts by insuring that for every marking period (except Spring MP III) a Common Core State Standard-aligned unit of student with task shall be; (1) developed and embedded in the curriculum unit; (2) these units/tasks will be vetted through grade and academic teams utilizing a tuning tool; (3) the revised tasks will be administered to students who will engage in and will be graded according to a common rubric/assessment tool which is aligned to selected Common Core State Standards

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
Building on June 2013 and September 2013 professional development around the Citywide Expectations, the CSI High School faculty have been divided into grade teams and concurrent academic teams by virtue of the classes and grade levels taught within their teacher programs.
(2) In the Summer of 2013 all teachers were offered paid professional development on Unit and Task Design according to the instructional shifts organized and facilitated by CFN 403. 20% of the teachers attended the training. .

(3) During June 2013 and early September 2013 substantial time was allotted for teachers to work in these teams to discuss curriculum units, instructional shifts, and collaborating on common interdisciplinary tasks.

(4) Protocols on looking at students gathered from various educational organizations and tailored by the CSIHS Grade Team Leaders will be supplied to teachers.

(5) As a supportive resource “Looking Together at Student Work 2nd Edition” was previously distributed to the entire staff as a basis for engaging in this team approach to task development and the importance of teams of teachers looking at the work of the students they teach in common.

(6) An evaluation tool to measure rigor in tasks and units was disseminated and is used to vet the draft unit tasks.

(7) The Common Core State Standards anchoring standards were distributed.

(8) Previous supporting templates around task planning and development from the Asia Society and ARIS Learn were distributed to guide teachers as they examined curriculum and began discussion and collaborative planning of upcoming interdisciplinary tasks aligned to the Common Core State Standards. These documents included C-A-G-E (Collaborative- Authentic- Global- Exhibition) elements of Quality Task Design, Unit Task One Pager Template, as well as Designing Performance Task Framework from ARIS Learn.

(9) Through the use of embedded time on Friday afternoons (1:35PM -3:05PM) the faculty grade teams meet regularly to review student work (tasks), plan and develop upcoming tasks.

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

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

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

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

(15) Each academic department will arch the CCLS standards by grade level and design the CCLS Units around these.

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

1. Principal, Assistant Principal, Grade team leaders – Heather Prevositi, Lilliana Vendra, Edward Abdenour, Meghan Anzalone, and Melissa Orlando

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

1. Submitted unit plans, GTL minutes, grade team/department minutes.

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

1. September 2013-June 2014.

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

1. Designated meeting times for faculty on Friday afternoons, professional development, paid time for the grade team leaders.

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).

- Inform parents of the necessity to create such tasks at PTA and family breakfasts
- Educate parents at such events of the research behind task design and college and career readiness

Work with SLT to develop “at home” strategies to better support their child with the successful completion of such tasks

Budget and 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		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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

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

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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;

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

I. School Responsibilities

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

- Provide one-on-one and small group tutoring sessions during the lunch period
- Implement after-school tutoring, PM School and Saturday School to accumulate credits and increase regents scores
- Implement the curriculum that relates to the state standards and CCLS (Common Core Learning Standards)
- Provide daily support services for students such as social worker, guidance counselors and school psychologist
- Support post-secondary enrollment with the installment and support of a full time College Counselor
- Implement Academic Intervention Services (AIS) for at-risk students
- Provide high quality professional development for all teachers
- Provide students with supplies, materials, textbooks and library books needed to successfully implement the curriculum related to the state and common core standards.
- Empower students and families by updating our electronic grade book, Engrade, on a weekly basis
- Provide families with comprehensive strategies to support their child at Parent Teacher Conferences and Student Led Conferences (6 times per school year)
- Respecting cultural, racial and ethnic differences
- Offering high quality instruction in all content areas
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as strategies to help their child at home
- Conducting Student Led Conferences every semester where student generated goals and next steps will be discussed and monitored by the student's advisor
- Upgrading our online grading system, Engrade, to include electronic progress reports and text messages to families when students fail to hand in assignments.
- Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Parent Coordinator will disseminate a weekly Parent Newsletter via email, providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing programs through monthly School Leadership meetings
- Committing to return inquiries and/or all communication initiated by parents/families within 48 hours

- Providing families with individually mailed progress reports (mid marking period) so that proper interventions can occur to best support the child
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensuring that the School-Parent Compact is distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities during open school week
- Planning activities for parents during the school year, as seen through activities such as Simulated School Night, Student Led Conferences, Freshman/Sophomore/Junior/Senior breakfasts and Parent Teacher Conferences.

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent such as calling the school and providing a doctor's note for the absence
- Ensure that my child comes to school rested and prepared with basic materials such as an ID card, writing utensils, pencils, pens and notebooks.
- Check and assist my child in completing homework and CCLS tasks, when necessary;
- Monitor and set limits and to the amount of time my child watches television, plays video games engages in social media outlets (i.e. facebook and twitter);
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Attend monthly PTA meetings and other events supported by the school
- Encourage my child to follow school rules as outlined in the Family Handbook distributed at the beginning of the school year.
- Understand that my child is not allowed to bring cell phones and electronic devices into school therefore if I need to contact my child I will call the main office
- Monitor my child's academic progress by checking assignments on Engrade, responding proactively to progress reports and encouraging them to attend tutoring when receiving alerts from the school
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms, consent forms for trips and notices when requested;
- Visit the school website, csihighschool.org, regularly to keep abreast of upcoming events and important notifications
- Actively read the weekly newsletter emailed by the Parent Coordinator to stay involved in school events/news
- Inform the school and/or parent coordinator when contact information changes
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Commit to the CSIHS academic policy on honesty when completing assignments/exams
- Follow the school rules and be responsible for my actions;
- Ask questions when I am unsure of material covered in my classes
- Attend tutoring when I need help
- Treat every member of the CSIHS community with respect; this includes during verbal, written and online communications along with the property of others
- Demonstrate respect for the community in which I learn by using receptacles and not engaging in vandalism
- Check my Engrade account regularly to monitor my own progress. When there are disparities I will set an appointment with my teachers to maturely discuss my concerns.
- Attend and prepare for two Student Led Conferences every school year
- Bring home notifications, surveys and all home contact information to ensure my family is kept aware of my progress.
- Try to resolve disagreements or conflicts peacefully, through the help of my counselors, advisor, assistant principal and/or principal.
- Always try my best to learn.

**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 31	Borough Staten Island	School Number 047
School Name CSI High School for International Studie		

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 Joseph Canale	Assistant Principal Lauren Torres
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Erika O'Grady
Teacher/Subject Area Karolynn Mangiero/SS	Parent Lisa McSherry
Teacher/Subject Area Heather Prevosti/English	Parent Coordinator Annette Lentini
Related Service Provider Kim DeMarzo	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	4	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)	527	Total number of ELLs	2	ELLs as share of total student population (%)	0.38%
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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														
Discrete ESL class										1			1	2
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	0	0	1	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	2
SIFE		ELLs receiving service 4-6 years		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									2	0
Total	0	0	0	0	0	0	0	0	2	0

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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										1			1	2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	1	0	0	1	2

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)										1			1	2
Total	0	0	0	0	0	0	0	0	0	1	0	0	1	2

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										1			1
	P													
READING/ WRITING	B													
	I													
	A										1			1
	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				
Integrated Algebra	1			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1			
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other <u>RCT</u>	1			
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use Gates MacGinitie diagnostic exams to assess literacy of all students. Currently, our two ELL students are reading 5-7 years below grade level according to this diagnostic rendering a lexile result of 630 and 795 (3.6 grade level and 4.9 grade level)
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Both students are at the advanced levels of proficiency on all modalities. For our senior student, this indicates an increase from the year prior where intermediate was attained.
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 [AMAQ tool](#))
Patterns assist in making instructional decisions in that they inform budget and material sources. Currently, our ELL population is not a subgroup measured by NYSED according to our AMAOs, however our school is in good standing for ELA instruction.
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?
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?
Currently, our two ELLs are most comfortable receiving instruction in English. If a case should arise where a child fares with stronger communication skills in their native language, materials and texts would be aligned to better support their native language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our greatest indicator is that of the NYSESLAT exam. Our senior student has made gains from the 2011-12 SY in that she has reached the advanced level in 2012-13 as compared to intermediate levels from the year prior.

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](#).)
As part of the admission process, all families new to the DOE complete a Home Language Identification Survey (HLIS) by our pupil accounting secretary. If this survey indicates that the primary language of the student is a language other than English, an informal interview occurs by our Assistant Principal. At that time it is determined as to whether or not the school must administer

the LAB-R. If it is deemed that the LAB-R must be administered, our Assistant Principal (or testing coordinator in her absence) administers the LAB-R within 10 days of the student's admittance. If the student does not show proficiency in English AND they have indicated Spanish as their primary language, the Spanish LAB-R would be administered by our Spanish Language teachers.

If students are required to have ESL, there is an informal interview with parents during our freshmen orientation. If an ELL enters CSIHSIS after the orientation, we set up a mutually agreeable time for parents, the parent coordinator and administration to discuss instructional entitlements. Meetings are conducted in the home language, either by staff members who speak the language or by translation services. These meetings include showing parents the orientation DVD in their native language on the services that are available to them (TBE, Dual Language, and Freestanding ESL). Parents are also provided with the brochure "Guide for Parents of English Language Learners" and "Parents Bill of Rights" in their native language. After parents are made aware of their options, they are given the Program Selection Form to be fillout out and stored in our main office. Parents are then made aware of the services that we provide here and are given the option to choose a school that can provide what they feel may be more appropriate or to have their child admitted here. Choices are discussed with parents in their native language and schools that have TBE are provided by our Assistant Principal and parent coordinator. If the parent should decide to pursue a TBE program at another school, we keep record of the family's name and contact information in the event we have enough students to develop the program.

Families of students who do not demonstate English proficiency, either through the LAB-R or incoming NYSESLAT scores, are sent home with an Entitlement/Continous Enrollment/placement letter in the home language by our testing coordinator. The pupil accounting secretary collects these forms and keeps them on file in the main office. If a student shows proficiency on these assessments, non-entitlement letters are distributed.

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.
Meetings are held- when necessary. Also, translators are available in the language identified on the HLIS
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](#)].)
When/if there is a need to distribute these letters- the school's pupil accounting secretary ensures that they are returned/stored. The AP admin works with our secretary to ensure protocol is followed
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.
If students are required to receive ESL services, there is an informal interview with parents during our freshmen orientation. If an ELL enters CSIHSIS after the orientation, we set up a mutually agreeable time for parents, the parent coordinator and administration to discuss instructional entitlements. Meetings are conducted in the home language, either by staff members who speak the language or by translation services. These meetings include showing parents the orientation DVD in their native language on the services that are available to them (TBE, Dual Language, and Freestanding ESL). Parents are also provided with the brochure "Guide for Parents of English Language Learners" and "Parents Bill of Rights" in their native language. After parents are made aware of their options, they are given the Program Selection Form to be fillout out and stored in our main office. Parents are then made aware of the services that we provide here and are given the option to choose a school that can provide what they feel may be more appropriate or to have their child admitted here. Choices are discussed with parents in their native language and schools that have TBE are provided by our Assistant Principal and parent coordinator. If the parent should decide to pursue a TBE program at another school, we keep record of the family's name and contact information in the event we have enough students to develop the program.
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.
We identify ELLs via the ATS report- RLAT and RLER and administer the three day exam to identified students within the window time period.
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. 
We do not have enough ELLs to identify a "trend" or "pattern. Every year our ELL population renders less than 1% of the overall

population

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])?

The number of ELL students has historically been small with prior years reflecting no ELLs. As in previous years, we reviewed the HLIF carefully, which also indicated that we have no students with a home language other than English. We have adopted the Inclusion model with collaborative team teaching and SETSS teachers in the majority of our classrooms, and have capped class size at around 32 students, and where possible have reduced that number even further. We have also developed a Learning Support class for students who are most at risk, to enable targeted support in a small class size led by a licensed Special Educator and paraprofessionals. Currently three of our staff are fluent in Spanish, one in Polish, one in Italian, one in Chinese, one in Arabic and two in Japanese. We believe this is fundamental in providing support for the ELL population of our school. This allows for better modified instruction within regular education classrooms as well as better support of and communication with the families of identified students.

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)?

ESL methodologies are infused into daily instruction.

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.

ESL methodologies are infused into daily instruction in all content areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our ELLs have articulated that they are most comfortable with English. When offered assessments in their native language, students differ to English materials. ELL students have the right and option to elect for evaluations/assessments in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Through informal classroom assessments.
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).

Instruction is differentiated for all of the above groups based on various forms of assessment such as NYSESLAT, Regents, Gates Macginitie baseline assessments, interest surveys, readiness levels, and informal/formative assessments. This is often in the form of flexible groupings and the plan for ELLs is that they will be able to function on grade level when in groups and when working on tasks alone.

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?
Some of the strategies specific to ELLs include repetition, graphic organizers, visuals, modified assessments, tailored student activities that consider Multiple Intelligence data and Frayer Model for vocabulary development.
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?
Both students receive special education services in accordance with the requirements of their IEPs. Both students were administered a biligual evaluation mandating intensified processing services as opposed to ESL. Content area teachers are provided with copies of the IEPs so that they may become familiar with the special needs of this student who may have been programmed in their classrooms. Classroom are structured with two licensed teachers in an effort to provide target support around language acquisition, learning targets, and individualized education plans. Students are placed in ICT settings with ESL supports

We have programmed students for content area instruction as well as targeted support in the Learning Support class. ELL students with IEPs receive testing accommodations and language support 2 days a week (curriculum based on ESL standards) All classes have teachers who are highly qualified and who utilize ESL methodologies.

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

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

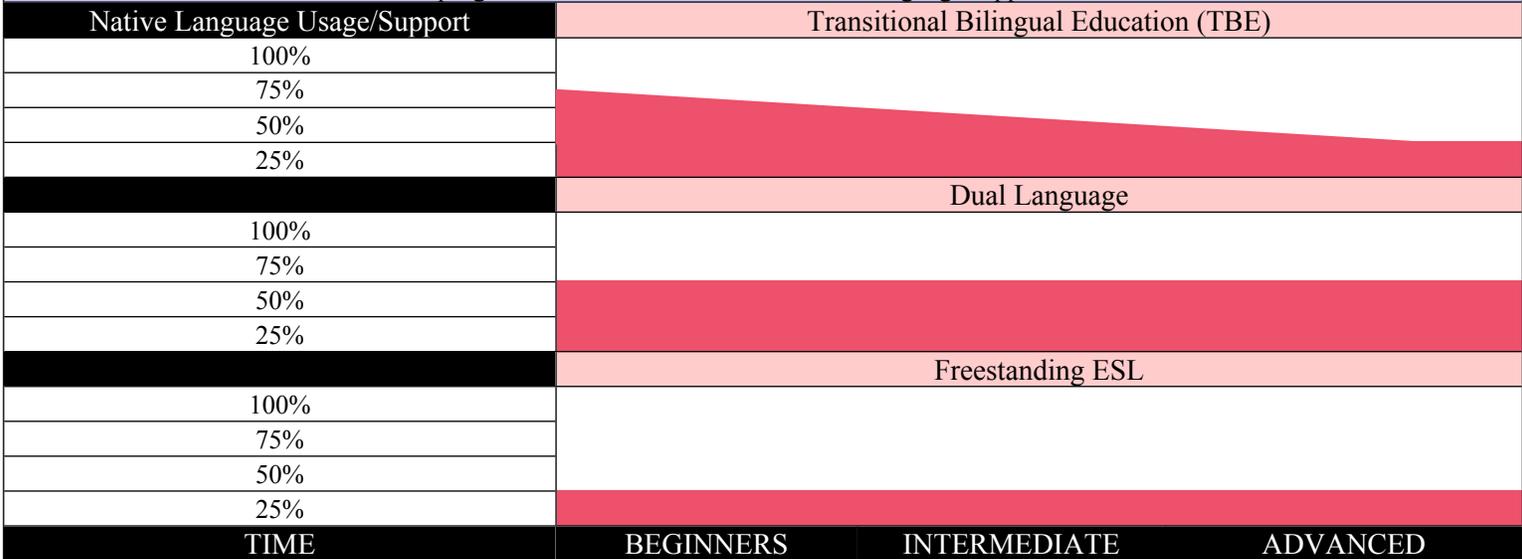
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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 school offers tutoring every day after school along with intervention supports during lunch time in certain subject areas. As high states exams come near, Saturday Academy programs are offered to all students- especially ELLS. This year we implemented a targeted "math lab" for students at risk. Identification was based on a summer baseline assessment that was administered. Our 9th grade ELL student is currently enrolled in this program.

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

ELLs are placed in classrooms with native speakers and learn through immersion. Through collaborative learning and pedagogical practice around tier I, tier II, tier III vocabulary, students content and language skills are enriched.

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

In the upcoming school year, we would like to extend our course offerings in an effort to minimize the amount of students in a class. This will better support all learners, allowing for targeted attention to ELL students

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

We do not plan on discontinuing any services for the upcoming school year. Our math lab is contingent upon funding and teacher program allowances.

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

Services after school are open to all students regardless of status. School programs are offered to all students as well.

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

Our texts are offered in differentiated form and every classroom is equipped with a smartboard for facilitation of visuals and student interaction.

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

When necessary, it would be delivered through texts, assessments and materials provided to students.

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

Paste response to question here:

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.

As a transition service, students are invited to participate in Freshman Summer Academy (3 weeks) prior to the beginning of the school year.

18. What language electives are offered to ELLs?

ELLs are afforded the same language electives as all students: Spanish, Mandarin Chinese, Japanese

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

At the College of Staten Island HS, development for teachers, administrators, guidance counselors, special educators, psychologists and related service providers is provided by the administrative staff, an outside QTEL trained pedagogue as well as personnel from the Children First Network 403.

Within the school, professional development concentrates on:

- The literacy needs of the ESL students.
- Scaffolding instruction in Math and Science through experiments and the use of manipulatives.
- Sessions on sharing of online resources that can make instruction more effective.
- Differentiation of instruction as a general rule but more especially with ELLs.
- Q-TEL
- Item analysis and use of data gained from ARIS, ACUITY, Gates MacGinitie and prior NYSESLAT to inform instruction.
- Writing strategies that target our bottom third population

Supports for ELLs transitioning from Middle School:

- 2 periods per week of Math lab for targeted instruction- scaffolded curriculum based on 8th grade scores/standards
- 1 period per day of "Learning Support" for students with disabilities and ELLs

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?

Parental involvement workshops held a minimum of 10 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs and a needs assessment is disseminated at the beginning of the year for all parents.

- PTA meetings once a month with outreach to parents of ELLs
- Parent volunteers are encouraged to spend time and assist in school.
- Weekly newsletter to parents generated by our parent coordinator
- Monthly newsletters generated by our PTA
- Open invitation to all parents to our monthly School Leadership Meetings
- Constant communication with families through phone calls from teachers and phone master, emails and the use of an on-line grading system (Engrade)
- Data from the Learning Environment Survey helps the school identify needs of parents
- School wide activities to include parents in school community- ex. Freshman/sophomore/ junior and senior Luncheons, Dessert Social, College Night, NHS, Open school week, Simulated school night, student led conferences, Junior Rite of passage
- Translation of school notices available upon request and all PD opportunities are maintained on file

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R047 School Name: CSIHSIS

Cluster: 4 Network: 403

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

We currently have 11 staff members that are bi-/tri-lingual. They are capable of performing translation services in languages such as Arabic, American Sign Language, Spanish, Japanese, Portuguese, Madarin, Cantonese, Italian, and Polish. Although requests for translated services in written form has not been made, internal staff members are available to make such translations if need be. If requests are made that we can not accommodate internally (9 languages spoken by staff members), we will reach out to NYC DOE Translation and Interpretation Unit. We have had to do such for IEP meetings and during PTC.

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

We currently have 11 staff members that are bi-/tri-lingual. They are capable of performing translation services in languages such as Arabic, American Sign Language, Spanish, Japanese, Portuguese, Madarin, Cantonese, Italian, and Polish. For those parents who request oral communication in Spanish or Mandarin, we utilize in house translators (3 teachers on our staff speak Spanish, 1 speaks Mandarin) for PTC, school events in which these parents will be present. When coverage is needed for such translation, or a commitment afterschool, we compensate teachers using prep coverage and Title III translation funding.

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>.

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

Section VII-

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

