



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

15 K 497

School Name:

THE SCHOOL FOR INTERNATIONAL STUDIES

Principal:

JILLIAN JUMAN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The School for International Studies School Number (DBN): 15 K497
School Level: Middle and Secondary Grades Served: 6-12
School Address: 284 Baltic Street, Brooklyn, New York 11201
Phone Number: 718 330 9390 Fax: _____
School Contact Person: Renato da Silva Email Address: rdasilv@schools.nyc.gov
Principal: Jillian Juman
UFT Chapter Leader: Julia Burgoyne
Parents' Association President: Ms. Immee Hernandez, and Ms. Susan Moeske
School Leadership Team
Chairperson: Nicole Lanzilotto
Student Representative(s): Jay Rodriguez, Toni Litchmore, Nahid Jaham

District Information

District: 15 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Room 110 Brooklyn, NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 112 Network Leader: Kathy pelles

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jillian Juman	*Principal or Designee	
Emily Brandt	*UFT Chapter Leader or Designee	
Ms. Immee Hernandez, and Ms. Susan Moeske	*PA/PTA President or Designated Co-President	
Loretta Bradley	DC 37 Representative, if applicable	
Jay Rodriguez, Toni Litchmore, Nahid Jaham	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Kenya Blount	Member/ Parents	
Ms. Deidra Towns	Member/ Parents	
Ms. Danniella Barbee	Member/ Parents	
Nicole Lanzilotto	Member/ Chairperson/AP	
Samantha Schomeger	Member/ teacher	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Graduates from the School for International Studies take risks and develop innovative solutions that impact the world. Through the use of critical and creative thinking skills, students appreciate different cultures and respect the values and rights of people everywhere.

The school for International Studies is in its second year of implementation of the International Baccalaureate Middle Years Programme. We emphasize a balanced liberal arts education developing our students academically, socially and emotionally to become successful 21st century citizens. Our course offerings emphasize a strong focus in project based learning and collaborative inquiry.

We have partnered with various organizations to create in school and after school programs. We also have a CTE/ Culinary Arts program, to bridge the concept of school to work and to prepare our students to 21st century careers in food service.

15K497 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	468	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	5	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	N/A	# Drama
# Foreign Language	17	# Dance	4	# CTE
School Composition (2013-14)				
% Title I Population	68.8%	% Attendance Rate		85.4%
% Free Lunch	74.7%	% Reduced Lunch		4.4%
% Limited English Proficient	12.3%	% Students with Disabilities		15.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		45.1%
% Hispanic or Latino	37.2%	% Asian or Native Hawaiian/Pacific Islander		4.2%
% White	12.1%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.12	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		5.11
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4		5.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		16.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	70.5%	Mathematics Performance at levels 3 & 4		52.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	72.9%	% of 2nd year students who earned 10+ credits		73.6%
% of 3rd year students who earned 10+ credits	69.0%	4 Year Graduation Rate		65.9%
6 Year Graduation Rate	79.1%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	HE
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A focus in coherent rigorous curricula accessible for all students that is aligned with IB criteria, the CCSS , and the NYSS. Cohesion in pedagogical practices throughout all classes to help support all students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all content area courses will have revised and deepened their units of study based on student needs resulting in a 20% increase in student progress in Middle School and High School.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high- 			

<p>need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
Department Leaders in Math, Science, History, and ELA meet twice monthly in professional learning committees to develop curricular units and lesson plans as it pertains to Danielson 1e and 3b	Teaching staff	September 14-June 15	Department and grade team leaders
All teachers will participate in a IB/ Common Core Study Group to develop units of study and lesson plans aligned to the standards	All teachers	September 14-June 15	Lead teacher
Professional development is provided to model teachers through the Learning Partners program on the Common Core to support the teachers in developing rigorous instruction.	All teachers	September 14-June 15	Lead teacher
All pedagogues participate in ongoing professional development led by administration, CFN 112, labsite teachers, and consultants to better understand effective questioning and to promote higher order thinking.	Administration, lead teachers and teachers	September 14-June 15	CFN 112

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per Session
Per Diem

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								
Title I Priority /Focus Funds								

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

February 2015

Analysis of data to check progress in comparison to last year’s data.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We are focusing on student empowerment through the creation of a multi-grade representation student council and town halls. We have also created daily homerooms and advisory periods to promote teacher-student relationships and guidance in achieving academic and socio-emotional success for all students in the building.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By 2015, the implementation of teacher inquiry teams to focus on the lowest third in every grade and to develop academic and socio-emotional goals that will result in a more inclusive school community and will increase the school's lowest third earning 10+ credits in their 1st year by 5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, 			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
All middle and high school teachers are provided with a Classroom Management training sessions to develop tools to de-escalate student behavior and gain conflict management strategies and create a peaceable environment in homeroom and advisory .	Teachers	September 2014- June 2015	Consultant, lead teachers
Grade Teams meet bi-monthly to collaborate on school wide initiatives and establishing positive school culture such as establishing grading policies, deciding on ATL's to promote student learning. These teams also hold " Kid Talk" sessions, a protocol established to look at students in the lowest third and generate academic supports to gain student progress.	Teachers	September 2014- June 2015	Grade teams
School Intervention Team (SIT) including teachers, support staff, and guidance meet monthly to utilize school data such as Jupiter and Managebac reports, student work, observations etc. to assess student needs and make academic and socio-emotional goals for identified students.	Teachers	September 2014- June 2015	Support teams
A before and after school program based on building positive school culture through students' social involvement in academic and non-academic activities.	Teachers consultants	September 2014- June 2015	Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Consultants software Supplies

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Priority Focus and VTEA													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
January 2015 analysis of data				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	HE
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	HE

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers are collaborating to deepen rigor in the classroom. A focus has been placed on the adoption of Socratic Questioning strategies to foster higher order thinking.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers have collaborate to develop unit and lesson plans that utilize data to inform instruction and increase student engagement in all classes by 10% as measured by Advance ratings, Danielson feedback and developed curriculum.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 			

3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
Teachers engage in weekly Professional Learning to develop strategies on differentiation, integration of ELL and SPED instruction, and discussion techniques. All teachers will provide differentiated instruction and flexible groups daily based on student data	Teachers	September 2014-June 2015	Administration, teachers, consultants
An International Baccalaureate Committee coaches model teachers in planning units and in interdisciplinary project-based themes of study using IB rubrics.	Teachers	September 2014-June 2015	Teachers
Teams of teaches visit IB school in the NYC area to observe best practices and collaborate with teachers in IB accredited schools.	Teachers	September 2014-June 2015	Teachers
Software to diagnose students' reading lexile level and to administer formative and summative assessments to track progress	Teachers	September 2014-June 2015	Administration and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Software
Per session

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority Focus / contract for excellence

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Assessment of collected data each marking period

Part 6b. Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	HE
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	HE
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	HE

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Mosaic strategic programming for middle school classes
 Programing reflects the utilization of partnerships during the day (violin, robotics and chess)
 Before and after school programs

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the leadership team, teachers and other stakeholders will participate in building the school’s vision that reflects the MYP Middle School Years Program of the IB philosophy. The leadership team will provide a minimum of 8 rounds of formative feedback and professional development to content area teachers on implementing the MYP curriculum and in Danielson’s 1e,3b,3c, and 3d resulting in a 20% % rise in student reading, writing and speaking for Middle School and High School students

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
IB coordinator collects, reviews and provides feedback on implementing the MYP curriculum including the planning of units, embedding the IB Learner profile into classroom culture, and teaching conceptual units with real world application.	Teachers	September 2014- June 2015	IB coordinator
Principal and Assistant Principals perform instructional walkthroughs weekly utilizing Advance and IB values to provide teachers with ongoing feedback on instruction. Administrative meetings are held weekly to collaborate on instructional support for staff	Teachers	September 2014- June 2015	Administration
New teachers are provided with a trained mentor by The New Teacher Center who gives weekly feedback on lessons utilizing the Danielson Framework	New teachers	September 2014- June 2015	Mentors
Department Leaders in Math, Science, History, and ELA meet with their teams weekly to develop MYP curricular units and lesson plans with a focus on Danielson 1e, 3b and 3d as supported by our IB vision	Teachers	September 2014- June 2015	Department leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Staff development
ESL Per Session
Regular teachers per session

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
Title I Priority Focus												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
Assessment of data weekly in Advance meetings and curricular unit audits
Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Communication with parents through various methods- online newsletters (weekly and monthly) meetings, events, incentives.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, an increase in parent involvement in school events and academic programs will result in a collaborative school community with more 20% school wide events which will increase the percentage of academic progress and communication between teachers and families due to the implementation of class websites, digital newsletters and parental contact.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
5. Strategies to increase parent involvement and engagement			
6. Activities that address the Capacity Framework element of Trust			
Grade Teams schedule events to incorporate parents as chaperones, judges, and audience members to build a bridge between learning at home and in school.	Parents	September 2014-June 2015	Grade team leaders
Communication to parents including The Parent Communication Bulletin Board and a virtual weekly and monthly Parent Newsletter and a variety of monthly workshops.	Parents	September 2014-June 2015	Parent coordinator
The DOE's translation services provide translated documents in Arabic, Hindi, French, and Chinese to inform and engage all the families being served	Translator Parents	September 2014-June 2015	Parent coordinator
College support team (in school Advisor/Director and an NYU intern) helps senior students and parents working towards graduation requirements and on college selection and materials including online applications and FAFSA forms	Students	September 2014-June 2015	College team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
NYU College Advisor- \$17,080 Non-contractual services \$ 3,341 Education Consultants \$4,372

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
Priority Focus												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Discussions during cabinet, grade team leaders, and department facilitator meetings to assess the needs of our students. Monitoring of newsletter and communication with parents monthly and weekly.				
Part 6b. Complete in February 2015 .				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	HW help	Interactive reading and writing	Small group	After school Thursdays
Mathematics	HW help	Problem solving	Small group	After school Thursdays
Science	HW help	Interactive reading and writing	Small group	After school Thursdays
Social Studies	HW help	Interactive reading and writing	Small group	After school Thursdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated counseling School Psychologist Services Teen Talk LI LICH Social Worker	Dialogue	One on one Small group	Daily

15K497 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	468	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	5	# SETSS	N/A	# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	1
# Foreign Language	17	# Dance	4	# CTE	5
School Composition (2013-14)					
% Title I Population	68.8%	% Attendance Rate			85.4%
% Free Lunch	74.7%	% Reduced Lunch			4.4%
% Limited English Proficient	12.3%	% Students with Disabilities			15.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			45.1%
% Hispanic or Latino	37.2%	% Asian or Native Hawaiian/Pacific Islander			4.2%
% White	12.1%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.12	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			4.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			5.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4			5.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			16.7%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	70.5%	Mathematics Performance at levels 3 & 4			52.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	72.9%	% of 2nd year students who earned 10+ credits			73.6%
% of 3rd year students who earned 10+ credits	69.0%	4 Year Graduation Rate			65.9%
6 Year Graduation Rate	79.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

15K497 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	468	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	5	# SETSS	N/A	# Integrated Collaborative Teaching
				9
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	N/A	# Drama
# Foreign Language	17	# Dance	4	# CTE
				5
School Composition (2013-14)				
% Title I Population	68.8%	% Attendance Rate		85.4%
% Free Lunch	74.7%	% Reduced Lunch		4.4%
% Limited English Proficient	12.3%	% Students with Disabilities		15.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		45.1%
% Hispanic or Latino	37.2%	% Asian or Native Hawaiian/Pacific Islander		4.2%
% White	12.1%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.12	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		5.11
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4		5.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		16.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	70.5%	Mathematics Performance at levels 3 & 4		52.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	72.9%	% of 2nd year students who earned 10+ credits		73.6%
% of 3rd year students who earned 10+ credits	69.0%	4 Year Graduation Rate		65.9%
6 Year Graduation Rate	79.1%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

All teachers are hired after being interviewed by a committee comprised of teachers and one administrator and demoing a lesson in front of students.

Teachers are developed based on individualized needs based on Advance and their choice. \

Teachers participate in staff bounding monthly events including an OutwardBound community building retreat.

Teachers are hired to fill vacancies in subject areas but are also encouraged to teach electives- College Board AP courses and also electives.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

IB training in curricular units and lesson plans

Project Based Learning

Depth of Knowledge question strategies

MoSL

Data Driven Instruction- Advance

Paraprofessional PD- Literacy strategies

Backwards planning PD- alignment of formative and summative tasks

IB school visits

Inter-visitations

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Assessment choices are made through a distributive leadership model Teachers participate in various teams- Grade level, Department, and Inquiry. Teachers discuss their students' needs in meetings and then bring those needs to the table while in cabinet meetings with administration.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	334,109	x	9,12,15,17,20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	84,578	x	9,12,15,17,20
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	x	12,20
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,705,708	x	9,12,15,17,20,

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **The School for International Studies** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. **The School for International Studies** will support parents and families of Title I students by:

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

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

The school 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;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	475	Total number of ELLs	61	ELLs as share of total student population (%)	12.84%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In														0
self-contained							1	1	1	1	1	1	1	7
Total	0	0	0	0	0	0	1	1	1	1	1	1	1	7

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	36	3	0	19		4	6	1	5		61

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	36	3	0	19	0	4	6	1	5	61
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4		2	5	6	2		19
Chinese														0
Russian														0
Bengali											1		1	2
Urdu														0
Arabic							2	5	3	10	6	5	4	35
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1		3	5
TOTAL	0	0	0	0	0	0	6	5	5	16	14	7	8	61

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	3	2	3	2	2	0	15
Intermediate(I)							1	0	2	9	9	5	1	27
Advanced (A)							2	2	1	4	3	0	7	19
Total	0	0	0	0	0	0	6	5	5	16	14	7	8	61

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		3				8
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We, at International Studies, are determined to develop the literacy skills of all our ELLs. Language A/ English Language Arts teachers are in the process of implementing the Lexile Framework for Reading designed by Pearson. The diagnostic test will be administered at the beginning of the school-year and the results will drive instruction in the following marking periods. Mid-year all students will be re-

assessed and new reading goals will be assigned. ELA teachers are responsible for tracking and monitoring the progress of students throughout the year. The final assessment will be given at the end of the year. Records will be kept and handed down to the next grade team leader. This program offers a unique interpretation of every child's reading level since it measures both reader ability and text difficulty on the same scale. Inside the classroom it is a powerful educational tool that helps teachers connect reading material to the reading ability of every child. It helps drive instruction across content areas as well as links assessments and curriculum. Knowing the lexile level, students and parents alike are empowered to look for personalized and appropriate reading material, thus promoting student ownership and promote readers.

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

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

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

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

After identifying patterns on the four modalities of the NYSESLAT: reading, writing, speaking and listening, the members of the Language B (certified ESL teachers: for middle school Vincent Hyland, and Andrea Balint for high school and foreign language teachers: Grace Wang, Chinese, Asnath Fleurit, French, and Rosa Morel, Spanish,) team concluded that while writing and reading has increased, speaking declined drastically on the 2013 NYSESLAT. As a school, we decided to focus on implementing strategies that promote accountable talk and discussion in all content areas. Teachers of ELLs are including a language focus/ words of the week in their daily lesson plan to promote academic language development. The ESL department is also using Kate Kinsella's Academic Vocabulary toolkit for introducing and practicing high-frequency academic language to best support our students.

The Language B Department following IB philosophy, has included 2 criterion out of the 4 IB criterion (visual interpretation/ writing/ reading comprehension/ oral communication and listening) to be tested per unit. Teachers use a pre-assessment, ongoing assessments and a post assessment to design better lessons, monitor progress and reflect on their teaching.

4. For each program, answer the following:

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

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

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

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

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

The School for International Studies values the role of language as central in developing critical thinking which is essential for cultivation of intercultural awareness, international-mindedness and global citizenship. Language is integral to exploring and sustaining personal development and cultural identity and provides an intellectual framework to support conceptual learning. Learning a second language equips students with the necessary multiliteracy skills and attitudes to be interculturally competent, enabling them to communicate successfully in the global contexts of the 21st century. This IB philosophy drives the curriculum, the units, the daily lesson plans, assessments and rubrics.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 At International Studies we try to accomplish the success of all our ELLs on a daily basis. As educators, we meet twice a week: Monday and Friday to discuss our units, lessons, projects, rubrics. We collaborate to better serve our ELLs and evaluate our teaching craft by looking at soft and hard data, discuss student needs and the recommendations of teachers, guidance counselor and parents.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 At registration, the pupil personnel secretary, JoAnn Varvatsas, together with a trained pedagogue (ESL teacher) help parents/guardians to complete the Home Language Identification Survey (in English or using any of the translated versions). The informal oral interview is conducted and staff members can be called in to act as interpreters if need be. The Home Language Identification Survey is then forwarded to the ESL teacher, who after reviewing the document, determines eligibility for the LAB-R. The ESL teacher then contacts the Test Coordinator to get access to the testing materials and administers the exam during the school day. The score is recorded in a Google document and shared with the members of the staff who are directly involved with the student. Testing material is returned to the Testing Coordinator.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 Based on the outcome of the Lab-R within 10 days of the enrollment, the parent coordinator sets up an appointment for a New Parent Orientation Meeting with the parent/guardian to show a video hosted by the New York City Department of Education. In this video parents have the opportunity to get information on the three different programs available for ELLs: bilingual education, dual language and ESL program. Once the parents have watched the video, they are able to select the program in which they would like to have their child enrolled. They are given the Parent Survey and Program Selection, along with other materials. During the orientation parents will have an opportunity to ask questions about educational programs and services that are available for their child before making a choice.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 The Parent Survey and Program Selection form is completed by the parents/guardian and is kept on file in a secured place in the office. The entitlement letter is sent out and parents are notified about the program their child was placed in.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 The School for International Studies admits students from all over the world. After a thorough analysis of previous transcripts, Lab-R result and an informal interview, students are scheduled for self-contained ESL and/or a collaborative -team teaching class. Once placed, the ESL teachers meet with grade team members and the guidance counselor monthly to monitor the student's progress and discuss possible actions to improve student performance.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 Every spring the network offers training for administering the NYSESLAT. The ESL Coordinator attends the meeting and turnkeys it to the staff who is selected to be involved in the testing process. The ESL Coordinator leads the workshop and together with the

teachers determine the schedule for testing, make-ups, scoring and packaging the exam materials. The ESL coordinator meets with the data specialist, testing coordinator and special education department head to finalize all aspects of the exam: testing materials, days, testing accommodation for SWD, proctoring schedule and grading.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The Parents surveyed have requested the ESL program for their children.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

At The School for International Studies we offer ESL program:

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

classes. By placing students in self contained ESL and co-teaching classrooms, the staff best supports the needs of the ELLs at International.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

The staff at The School for International Studies wants to cultivate a culture of respect for diversity and appreciation of all home languages. We believe that language is essential to learning as well as to literacy. Following IB recommendations: students should work towards language objectives in their native language as well as in English. Therefore, we offer a variety of language classes: Spanish, French, and Mandarin. Licensed teachers are using an IB language curriculum in placing of students in groups, planning language learning experiences, monitoring and assessing student` language progress. In the IB program the three areas of communication (oral, visual and written) are represented by four continuums: oral communication (listening and speaking), visual communication (viewing and interpreting), written communication (reading comprehension) and writing communication (writing). Teaching and learning in the International Baccalaureate program is organized into six phases with specific learning targets for each phase. In order to measure a student`s progress and achievement in each phase teachers will be using the four criteria (oral communication, visual interpretation, reading comprehension and writing) throughout the year.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

a. N/A

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

As we align our school vision and daily practices to the International Baccalaureate Program in every classroom, for every student, we are creating and developing Common Core aligned curriculum and daily lesson plans that support students as they acquire social and academic language. Teachers strategically use materials from internet sites like: newsela.org, mathshell.org, engageny.org and in house resources, to differentiate instruction providing leveled readings, vocabulary support, graphic organizers and outlines to ensure the success of English Language Learners. Our philosophy is less focused on what materials are used and rather how the materials are used to promote higher-level thinking, questioning, discussion, close reading and writing. We believe that teachers who create their own curriculum and formatively assess their students are stronger pedagogues. In terms of technology, teachers use a variety of internet sites, mimio, smart boards and documents cameras, to model reading and writing strategies and integrate multi-media, like film, audio and relevant images. As we build on students' prior knowledge and experiences, teachers create and develop curriculum that reflects students' interests as well. Additionally, teachers translate

readings to help students not only develop English language skills but also use their native languages as a way to bridge the gap and deepen connections.

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

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

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

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

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

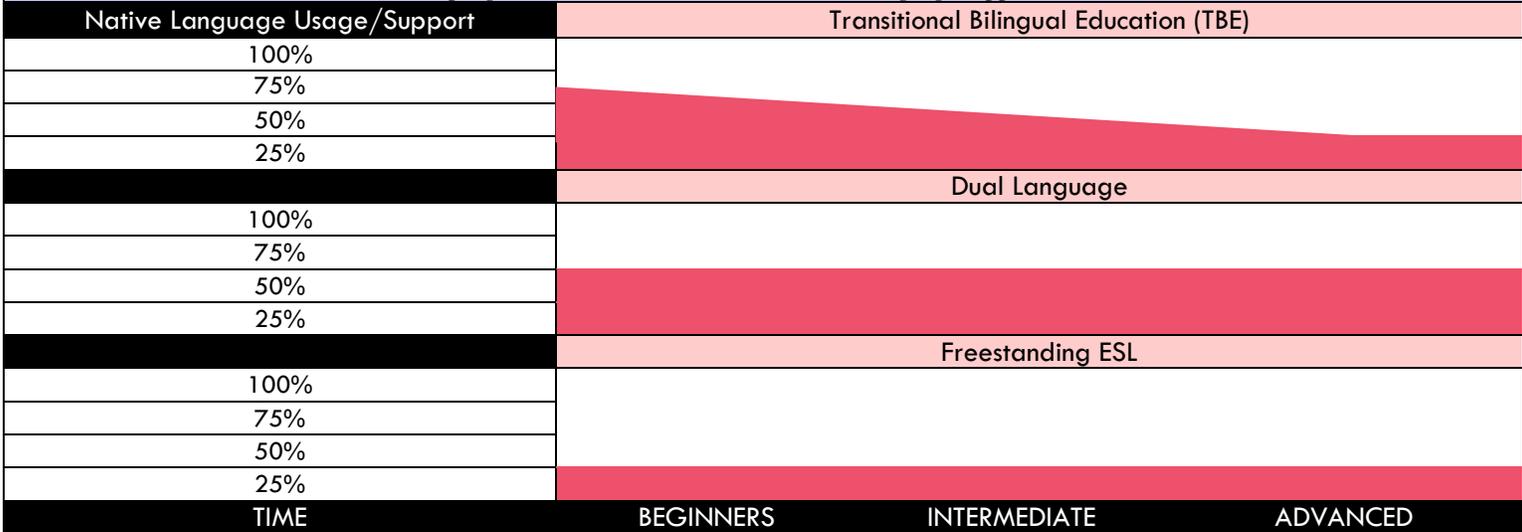
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

N/A

C. Professional Development and Support for School Staff

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

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

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

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>The School for International S</u>		School DBN: <u>497</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
J.Juman	Principal		1/1/01
R.DaSilva	Assistant Principal		1/1/01
M.	Parent Coordinator		1/1/01
A.Balint	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:** _____

Cluster: _____ **Network:** _____

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

Part A: Needs Assessment Findings

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

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

Part B: Strategies and Activities

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: School for Int'l Studies	DBN: 15K497
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: This year, the School for International Studies will be offering a two-prong supplemental program on Saturdays to assist high school and middle school ELLs with their skills of English literacy. In the high school, students will be improving their reading, speaking and listening skills by means of work with the “No Fear Shakespeare” publication of “The Tempest.”. In addition to providing general literacy enrichment, the element of performance will also allow students to build stamina and showcase their work. The program will help to increase their comfort in speaking in groups. The effect of this will be that they are more vocal around their general education peers, in their other classes. Moreover, the program will help to push students who are struggling to meet Common Core Literacy Standards for reading literature, as well as the New York State ESL Performance Indicators, for Standard 2 (reading for enjoyment and expression). The program will serve up to 20 intermediate and advanced ELLs from grades 9-12.

In the middle school, we will be focusing more on the reading and writing components. In 6-8th grades students are struggling most with their reading and writing. As such we would like to focus on those relevant Common Core and NYS ESL standards. To this end, we will be offering a course of enrichment study in the spring that will allow students supplemental practice in these areas. To accomplish this end, we will be using a series from National Geographic publishers that has adapted classics of British and American literature adapted to graphic novels. This will provide students with authentic text opportunities, as well as a broad range of choice for group and independent reading. The genres of media presented will allow students multiple entry points. They will have access to the ideas and language contained in each text through kinesthetic and oral production, as in a performance, as well as graphic and written access through the graphic novels.

One ESL-certified teacher, in conjunction with an ELA co-teacher will teach both groups. The high school group will meet for 9 Saturdays from 9am to 1pm in the Winter months. (Schedule below). The middle school group will meet for 9 Saturdays from 9am to 1pm in the Spring. (Schedule below). The language of instruction as well as of the provided materials will be English.

DATES: High School -

December 6th, 13th, and 20th

Part B: Direct Instruction Supplemental Program Information

January 3rd, 10th, 17th, 24th

February 7th, 14th

Middle School -

March 7th, 14th, 21st, and 28th

April 11th, 18th, and 25th

May 2nd, 9th

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: Some faculty from The School for International Studies are going to form a professional study group, the theme of which is teaching ELLs in the content areas. Many of our students succeed in their self-contained ESL milieu, but struggle in the content areas. To this end, a team of 1 administrator in charge of ESL, 2 ESL teachers, and 1 ELA teacher will read together the book *Teaching English Language Learners: Across the Content Areas* by Debbie Zacarain. This reading will help ESL teachers to develop scaffolds for their push-in and ICT work with students in the content areas by:

1. Determine their ELLs' stages of English language acquisition.
2. Modify assignments and assessments in different content areas for ELLs at different stages of language development.
3. Ensure that all ELLs participate fully in lesson activities alongside their English-fluent peers.
4. Communicate effectively with parents and guardians of students from diverse cultures

It will help the administrator as a supervisor and professional developer of both ESL and content teachers as he ensures that all students are having their needs met. And it will help the ELA teacher as she develops curricula so that it will be useful to her general education and ELL students. All members of this study group will turn key their conclusions and findings in department and grade-team meetings. The book club will meet once per month in January, February and March. At each of these meetings, we will discuss the themes and questions raised in our reading (chapter 1-3, 4-6, 7-9, respectively). As we are able, we will make connections to our own practice, adapt and implement strategies laid out in the book, and report back the findings of those experiments.

Part C: Professional Development

Our first after school meeting is on January 7th, from 3-4 pm and will focus on small-group instruction and how to plan for it.

Our second after school meeting is on February 11th from 3-4 and will focus on the relationship between vocabulary instruction and reading and writing tasks.

Our third after school meeting is on March 11th from 3-4 and will focus on ELL assessment in the content areas.

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: Our school will be working with the Arab-American Family Support Center of Cobble Hill (<http://www.aafscny.org/>) to provide a series of bilingual (Arabic and English) workshops for the parents of our ESL students. Many of our students attend after-school programs held by this organization. The AAFSC offers Arabic (our ELL students' home language) and ESL tutoring, as well as a variety of other programs through their own partnerships. The School for International Studies in conjunction with the AAFSC hopes to provide as many opportunities as possible for our students to excel and keep their parents informed about community and academic services and support available to them at the AAFSC and at the School for International Studies. We plan to do this by means of three, two-hour informational meetings held after the end of the school day. The meetings will be conducted by one ESL teacher from the school, one administrator from the school, one bilingual paraprofessional, and the director of the AAFSC and her support staff.

The subjects of the meetings will include:

MEETING 1: December 17th, 2014 5pm - 7pm

Part D: Parental Engagement Activities

1. A description of the Title III after-school program being held by our high school ESL teacher.
2. An overview of the Mission of our school and the ESL services that we offer.
3. Introduction from the AAFSC, and overview of the services that they offer, mentioning their Kaplan and other College-preparation services.
4. Discussion with parents lead by both AAFSC and school faculty about the importance of home-language literacy.

The point of this meeting is for parents to understand the full breadth of the ESL program and its related services available at our school. Also to ensure that they have a chance to meet the ESL team, so that they can feel comfortable engaging with these people in the future. Additionally it will build awareness for parents about the community resource of the AAFSC. The main discussion, will focus on home-language literacy. After introducing how we are teaching English, parents often ask us how they can help. We will use this time to inform them about the importance of home-language literacy in 2nd-language acquisition, and that by working with their students at home with Arabic literacy will help to build and maintain bilingualism in their students.

MEETING 2: Tuesday, March 31st, 2015 5pm - 7pm

1. A joint overview of the college-application process.
2. Presentations from the school and AAFSC on the importance of following these guidelines and how we can help.

-AAFSC, "Sophomore skills" & FAFSA workshop

-School, College advising office

The point of this meeting is to familiarize parents who may not be familiar with the process as well as the demands of the American college-application process. The meeting will be good for parents of high school students who are actively working through the process, and for parents of middle-school students to start thinking about.

MEETING 3: Wednesday, June 5th, 2015 5pm - 7pm

1. A joint presentation on the progress of our collaboration
2. AAFSC may want to present on their new initiatives (violence prevention, dance program, henna workshops...) as they are able at that time.
3. Next steps, plans and/or suggestions for next year...

Part D: Parental Engagement Activities

The point of this meeting is to keep parents informed of changes that have come to the school and the AAFSC over the course of the year, as well as any expected changes for the 2015-2016 school year. The school will review the testing process and tell parents what they can expect from their students' standardized tests, because parents likely do not understand these tests or what they measure. The AAFSC's contribution regarding their new initiatives are culturally relevant to the Arab community and offer students and parents local opportunities to engage in their culture and their home language.

Part E: Budget

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

Allocation Amount: \$ _____

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

