

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**31R047**

**School Name:**

**CSI HIGH SCHOOL FOR INTERNATIONAL STUDIES**

**Principal:**

**JOSEPH CANALE**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: College of Staten Island High School School Number (DBN): 31R047  
9-12  
Grades Served:  
School Address: 100 Essex Drive Staten Island NY 10314  
718 370 6900 718 370 6915  
Phone Number: Fax:  
School Contact Person: Joseph Canale Email Address: JCanale2@schools.nyc.gov  
Principal: Joseph Canale  
Lena Cosentino  
UFT Chapter Leader: Michelle Magrone  
Parents' Association President: Karolyn Mangiero  
SLT Chairperson:  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Aiden Subrahimovic  
Student Representative(s): Cheyenne Watson

**District Information**

District: 31 Superintendent: Anthony Lodico  
Ocean Terrace  
Superintendent's Office Address: ALodico@schools.nyc.gov  
Superintendent's Email Address:  
718-420-5657 718-420-5667  
Phone Number: Fax:

**Borough Field Support Center (BFSC)**

BFSC: Staten Island Director: Kevin Moran  
715 Ocean Terrace Staten Island NY 10314  
Director's Office Address:

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Kmorran2@schools.nyc.gov

Director's Email Address:

718-556-8367

718-391-6109

Phone Number:

Fax:

## 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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Joseph Canale	*Principal or Designee	
Lena Cosentino	*UFT Chapter Leader or Designee	
Michelle Magrone	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Aiden Subrahimovic	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cheyenne Watson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Susan Sullivan	CBO Representative, if applicable	
Karolynn Mangiero	Member/ Staff	
Katherine Goodheart	Member/ Staff	
Erika O’Grady	Member/ Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elisa Lefkowitz	Member/ parent	
Cindy Collard	Member/ parent	
Dorothy Urbanski	Member/ parent	
Donna Sherman	Member/ parent	
	Member/	

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

CSI High School for International Studies is a high school with 527 students from grade 9 through grade 12. The school population comprises 12% Black, 19% Hispanic, 57% White, and 12% Asian students. The student body includes 1% English language learners and 18% special education students. Boys account for 42% of the students enrolled and girls account for 58%. The average attendance rate for the school year 2013-2014 was 94%. CSI HS maintains collaboration with the College of Staten Island/CUNY and loose connection to the Asia Society. The school's mission is: "College of Staten Island High School for International Studies will create a nurturing educational environment in which students are actively engaged in developing literacy and problem solving skills to succeed in post-secondary education, advanced courses of study and the world of work. At CSI High School students, staff and parents will collaborate to create a vibrant learning community. Students attending CSI High School will participate in rigorous inquiry based instruction and learning that integrates world issues, languages and cultures. The integration of a thorough course of study with internationally themed content coupled with community involvement will provide students with the skills and experiences to be responsible and ethical participants in a global society." Special features of the school include a four year comprehensive advisory program, robust advanced course/AP/honors offerings, a dynamic and a collaborative campus setting with collaborations among the four schools.

In supporting teachers' development and growth. The school has provided resources over the years these have included:

Aussie coaching for the mathematics department.

External science coaching through the network and outside vendor.

External physical education coaching through external retired school leadership.

Liberal granting professional development requests from teachers.

Learning/discussion chips from mentoring minds for student dialogue support.

Every teacher has been given Charlotte Danielson's Framework for Excellence.

Teachers have been given CCLS (ELA/Humanities/Science and Technical subjects and Mathematics) flip charts with the standards and helpful resources.

Publications on ICT/CTT partnership practices.

Differentiation strategy sheet and wheels to help model higher order questions.

Flip charts on master instructional strategies have been distributed to teachers.

Different departments have been given subject specific education handbooks around questioning.

Teachers have been given the book *How Children Learn Best* by Paul Tough

Teachers this year were each given a copy of the *Core Six* to use as a strategy resource.

Resources that teachers request themselves are often procured including technology.

The school provides a comprehensive excel data sheet with SAT, learning style, and Lexile score. This data is disaggregated by course code data making it user friendly for teachers.

In terms of PM/Summer school CSIHSIS each semester runs two-three PM school classes to support at-risk students. CSIHSIS also has for many years self-funded its own summer program to support at-risk students and also facilitate the freshmen immersion academy.

Students are required to take four years of foreign language. The languages offered are Chinese, Japanese, and Spanish. Often international trips are organized around language and cultural immersion. In the 2014-2015 school year trips included New Zealand and Australia, Paris, Normandy, and London, Japan, and through Palazzo Strossi Foundation, Florence, Italy (three students-scholarships [the most of any NYC public school]), and through Americans Promoting Study Abroad, China.

Students are required to complete a minimum 120 hours of community service and 120 hours of internship/service learning.

Important scholarship data for graduating seniors has been:

2012: \$2,313,700.00

2013: \$4,018,814.00

2014: \$5,049,522.00

Areas of the Framework where CSI High School has made the greatest progress include: (1) Trust with the Parent-teacher trust at 95%, parent-principal trust at 96%, student-teacher trust at 85%, teacher-principal trust at 88%, and teacher-teacher trust 98%. Effective school leadership also appears to be an area of progress. Specifically the Superintendent's PPO visit and SQR yielded high performance rating (SQR 5 Well Developed Ratings) and tentative ratings for the year have explained the Principal is highly effective. Likewise the Framework for Great Schools report shows for Effective School Leadership that the following indicators showed positive responses: "inclusive principal leadership" 95% positive; "teacher influence" 74% positive; "program coherence" 97% positive; and "principal instructional leadership" 93% positive feedback. The areas for Strong Family Community Ties, Supportive Environment, and Rigorous Instruction (although all comprehensive data is not considered at this time) are areas for focus in the upcoming year.

### 31R047 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	520	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	N/A	# SETSS	5	# Integrated Collaborative Teaching
				24
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	8	# Drama
				N/A
# Foreign Language	38	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		0.2%	% Attendance Rate	94.2%
% Free Lunch		31.5%	% Reduced Lunch	12.3%
% Limited English Proficient		0.4%	% Students with Disabilities	16.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	11.6%
% Hispanic or Latino		19.4%	% Asian or Native Hawaiian/Pacific Islander	11.6%
% White		57.1%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.13	# of Assistant Principals (2014-15)	1
# 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)	4.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	5.4
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		94.8%	Mathematics Performance at levels 3 & 4	80.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District			Focus School Identified by a Focus District	
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	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		N/A		
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		N/A		
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		N/A		

#### 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		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
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		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (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		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

CSI High School’s most recent school quality review indicated “that the belief that students learn best when they are accountable to each other through high levels of discussion, debate and/or presentation both orally and in writing was evident across the vast majority of classrooms. Teachers plan lessons together that consistently ask students to demonstrate critical thinking skills and a deep understanding of the instructional shifts.” To this end, in line with our aim/instructional focus which is Common Core Learning Standards (CCLS)-aligned, the faculty has identified the need to improve student writing through the use of evidence.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Two part Reciprocal Goal around improvement in students writing abilities in preparation for College and Career:

(A)By June 2016, through the utilization of targeted writing strategies reflective of Common Core Learning Informational/Explanatory Writing Standards; students’ writing will improve as evidenced by 75% of 11th grade students scoring a three or higher on the thematic essay included in the June 2016 United States History Regents exam.

(B)By June 2016, through the utilization of targeted writing strategies reflective of Common Core Learning Informational/Explanatory Writing Standards; students’ writing will improve as evidenced by 65% of 11th grade students scoring a three or higher on the argument essay as well as scoring a three or higher (total) on the text analysis part included in the January 2016 English Language Arts (ELA) CCLS exam.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>By November 2015 the Social Studies department will engage in an intensive analysis of the Global History (Grade 10) and United States History (Grade 11) regents exams questions, answers, and essays for the June 2015 regents period.</p> <p>2. From this review and analysis pedagogical strategies and instructional changes will be considered and action ideas slated for implementation.</p> <p>3. Cross collaboration on the 11<sup>th</sup> grade team (utilizing data from Grade 10 and observational data (utilizing data on Grade 11) interdisciplinary CCLS-aligned tasks between English Language Arts (ELA) and United States History will continue to be created that focus carefully on writing and literacy and support the instructional focus.</p> <p>4. The entire 11<sup>th</sup> grade team will focus on the application of concrete details and persuasive writing/supported arguments within their lessons and tasks.</p> <p>5. Task design, vetting, and looking at student work (tasks) will be facilitated through weekly grade teams and the teachers will identify patterns and trends and will adjust instruction accordingly.</p> <p>6. Targeted small group instruction based on data review of mock thematic essays and performance on US History will be conducted during professional periods.</p> <p>7. Mock Thematic Essays will be administered under testing conditions and ELA teachers and United States History teachers will assess and collaborate on the results and next steps in English and Social Studies.</p>	<p>11<sup>th</sup> Grade Special and General Education Students</p>	<p>Sept. 2015- June 2016</p>	<p>ELA Teachers &amp; Social Studies Teachers, Administration, Grade Team Leaders, associated 1-to 1 paraprofessionals, and parents.</p>

<p>8. Interdisciplinary unit on Civil Rights (a popular thematic essay topic) will be taught concurrently in the English and United States History classes with essay tasks that will be aligned to the CCLS and thematic essay format.</p> <p>9. Implementation of Jane Schaffer-type writing methods for student drafting will be purposefully incorporated into lessons, homework, and CCLS aligned tasks.</p> <p>10. A social studies licensed ICT teacher has been installed with content knowledge and access to English curriculum with collaborative planning periods embedded into program.</p> <p>11. US History teacher and Global History teachers have been selected to attend forthcoming content based Professional Development pertaining to literacy building in History courses.</p> <p>12. Horizontal planning between the ELA and Social Studies teachers focusing on the cultural trends of the 1920s will be undertaken. The students will research a trend and then complete a research paper aligned to the CCLS. The students are supported by both ELA/Social Studies teachers, the research they gather about the trends of the 1920s can be used as concrete details to address a multitude of themes such as cultural and intellectual life, turning points, contributions to American life, and social changes.</p>			
<p>By November, 2015 the English department will engage in an intensive analysis of the ELA Regents exam, answered questions, and analyzed the essays from the 2015 ELA Regents exam.</p> <p>2. From this review and analysis, pedagogical strategies and instructional changes will be slated for implementation.</p> <p>3. Cross collaboration on the 11<sup>th</sup> grade team on interdisciplinary CCLS aligned tasks between ELA and United States History will be created that focus carefully on writing and literacy (e.g. Palazzo Strozzi).</p> <p>4. The entire 11<sup>th</sup> grade team will focus on use of strong evidence to support claims within their lessons and tasks.</p> <p>5. Task design and looking at student work (tasks) will be facilitated through weekly grade teams and the teachers will identify patterns and trends and will adjust instruction accordingly using strategies to allow multiple entry points for all learners.</p>			

6. Targeted small group instruction based on data review of mock ELA regents and performance will be conducted during professional periods/after school tutoring.			
7. Mock ELA regents will be administered under testing conditions and ELA teachers and United States History teachers will assess and collaborate on the results and next steps in English and Social Studies.			
8. A parent and student comprehensive ELA CCLS exam night will be facilitated that provides families diagnostic results, describes strategies at home for improvement, and best practices to maximize success.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Time to attend professional developments that will be forthcoming from the district. Time allocated to work in teams/pairs during the day vis-a-vis the uniform teacher common planning period (F Block). This will be facilitated through specific planning with teacher programs. Time allowance for key plus all staff through the 2015 School Based Option which created designated teacher team/inquiry work periods on Friday afternoons between 1:35-3:05PM. On November professional development day, time will be allocated for teacher intensive review of Regents/CCLS exams' results and then strategic planning for improvement in writing based upon results. Similarly across all faculty and staff there will be deep dive into the data of the 2015 teacher Tripod surveys.										
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Mock regents, administration involvement on teacher teams, administration's participation in ELA night, through observation feedback administration will specifically reference the improvement of writing with evidence as lens of steps for improvement/feedback, school leaders will collect and review gap surfacing templates from all subject exam analysis across all June 2015 Regents/LOTE examinations with strategies toward improvement to teacher practice/signature content pedagogies.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

CSI High School has achieved success in the area of supportive environment.

- There is a comprehensive four year advisory program that is aligned to the school's international vision as well as the CCLS, independent reading cycles, and literacy building provisions.
- There is a fully staffed college office with a full time college counselor as well as the school wide use of Naviance.
- Cycles of inquiry are divided by four grade teams (9,10,11, and 12) and a World Language team that aims to develop intervention plans that target improvement for at risk learners including the bottom third.
- The principal meets monthly with four different advisory councils (one representative from each advisory on each grade level).
- The leadership conducts big teaches around school tone twice a year with each grade separated by advisory.
- The principal and assistant principal have an open door policy for all students, are present at student arrival in the morning, and most days are present at dismissal and walk to the public transportation hubs with the students. The principal and assistant principal are on the floors during student passing.
- There is a collaboration slated for 2015-2016 between the CSIHS It Gets Better Club and the McCown HS Gay Straight Alliance bringing an interscholastic element to bullying prevention and the interests of LGBT students' issues.
- There is a supportive club chartering process and annually CSIHS has between 15-30 clubs and student organizations as well as a robust PSAL program, and campus cheer leading squad.

On the Framework for Great Schools 2015 report, an area where greater progress is needed is in the arena of Supportive Environment, specifically Social Emotional Learning. That is, the measures on personal attention and support, next level guidance, and press toward academic achievement were all near or below a score of 75 or lower.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In the area of Strong Family Community Ties, CSIHS the school's largest area of success has been in this area in the School Environment Survey. Some programs/initiatives that bespeak our success are:

- Annually CSIHS hosts each grade for a family breakfast on Saturdays (Freshman, Sophomore/Junior).
- Annually the seniors have a family luncheon on a Saturday.
- These weekend family events promote collaborations and partnership between school and families.
- The PTA hosts a plethora of events that bring faculty and staff together with the parent community these have included Comedy Club Night, Lunar New Year Family Night, the Fashion Show, and parent workshops on various topics of interests based upon surveys given to incoming parents at orientation.

- The School hosts many school events to celebrate students these are held at night to foster parental involvement and attendance and include the annual Arts Reception and Expose, student concerts, Junior Rite of Passage, Curriculum Night, Senior Awards Night, Back to School Night, and Student Led Conferences.
- Six times a year the school does progress report mailings to ensure communication on academic achievement is comprehensive.

By June 2016, the survey scores in Social Emotional Learning, specifically the areas of personal attention and support, next level guidance, and press toward academic achievement will improve by 10%.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
The principal will increase the frequency of grade specific advisory council meetings to monthly instead of every six weeks. At these meetings students from each grade’s advisory can address concerns related to their grade.	9 <sup>th</sup> -12 <sup>th</sup> grade students	September 2015- June2016	Principal
A routinized advisory conferencing procedure will be more systematically integrated in the advisory program. Specifically advisers will be introduced to a conferencing protocol and will be responsible for conferencing at least two students per week during independent reading.	9 <sup>th</sup> -12 <sup>th</sup> grade students	September 2015-2016	Advisory Teams
An increase in distribution of transcripts will be facilitated to foster greater awareness of academic achievement and next level guidance. Specifically transcripts will be attached to report cards in February and June. Transcript/permanent records will also be distributed to advisers in September for conferencing which is data specific and more personal in attention and support to advisees.	9 <sup>th</sup> - 12 <sup>th</sup> grade students	June 2015- June 2016	Guidance, Advisers, students, parents, and administration.
In collaboration with Gaynor Mccown High School, Marsh Avenue Middle School, and CSI High School the campus will launch the Connect With Kids platform (featured at Superintendent Horowitz’s Principals’ Spring meeting) which will provide evidence-based, video learning modules and print	9 <sup>th</sup> -12 <sup>th</sup> grade students and potentially parents	Sept. 2015- June 2016	E-chalk, students, parents, advisers.

resources that are real-life, evidence-based videos, lesson plans and print resources on the following topics: attendance and achievement , bullying and violence prevention , character development and life skills , college and career readiness , culturally relevant education (CRE) , drug and alcohol prevention , and digital citizenship . The program also includes engaging parent workshop resources and professional development (PD) modules.			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding for the Connect with Kids platform, time for extra guidance, part of advisory revision work will include the improved conference protocol and additional time allocation monies for guidance during off hours.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Rollout with Connect for Kids will have to be incorporated into meeting time for faculty during F block professional period assignment/an early Friday PD block. Time carved out for advisory team familiarity with the new conferencing protocol and its institution as an advisory practice. Administration will during advisory walk-throughs examine the success of the conferencing protocol and ensure this is happening. Check-ins with guidance will be scheduled to assess the components associated with STARS and the guidance counselors.										
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools 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.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

On the Framework for Great Schools 2015 Report an area where greater progress is needed is in the area of Strong Family Community Ties specifically Parent Involvement. That is the measures on Parent Involvement in the School received a score of 49.

Family and community partnerships are an area that CSIHS values as critical ingredient to our school’s success. To that end partnership between the school, students’ homes, and the community are incredibly valued. Among the avenues the school has taken are at the start of the year weekend breakfast meetings are organized where information by grade is prepared with various presentations for families (students and their parents) based on 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade. Topics at all meetings deal with the CCLS, the school’s electronic grade book system training, the school website, the weekly parent e-letter, the rigors of the standards, the school’s instructional focus, school-wide Lexile scores by grade and ways that families can be supported, college and career readiness, regents scores and correlation to college remediation. The school also holds a simulated school night/curriculum night each September and has been doing so every year since inception to instill a sense of partnership between school and home. Other ways that the school communicates high expectations with families is in having Family Regents Exam Information Nights to share ways for families to be aware of key strategies that students should be working on for levels of high achievement on state exams. In cases where students are struggling, often meetings are hosted where the entire set of the child’s teachers will collaborate on the difficulties the student is having and help develop action plan/guidance interventions with the parent and school leadership. After marking period grades are released the school contacts parents for students that failed one or more classes in a personal message in the principal’s voice with suggestions and next steps on turning progress around. Honor roll messages for Summa Cum Laude and Magna Cum Laude (two classes of honor roll) are also recorded in the principal’s voice celebrating the students’ scholarship and academic achievement with marking period grades. To support academic reflection and student ownership of learning and collaboration with families, CSIHS hosts student led conferences twice a year at the second marking period conclusion. During the conferences the students bring parents into evidence based conversations where students present their artifacts on their progress for the marking period and reflect on successes and areas for growth and alignment to report card grades. The school celebrates academic achievement in collaboration with families through the evening National Honor Society Induction Ceremony and through the evening Junior Rite of Passage Ceremony which celebrates successes from 9<sup>th</sup>-11<sup>th</sup> grade and symbolically welcomes 11<sup>th</sup> graders at the end of their year to the status of the graduating class. CSIHS also celebrates the achievement of our AP Studio Art Students comprehensive portfolios and our Drum Circle Facilitators works at an annual evening Arts Reception in which the Art students showcase their works in a gallery setting and the Music students perform pieces for guests. Beyond CSIHS the freshman advisory classes engage in the Giving Project where they learn an international folktale and develop a teachable lesson for students in grades 1-3 and then they travel to a borough elementary school and teach the lesson – thereby spreading global competence throughout Staten Island. Through our music program CSIHS hosts community drum circles for the school and external community where participants learn leadership and followership skills. At the 11<sup>th</sup> and 12<sup>th</sup> grade levels all Juniors and Seniors participate in Career Day where the school becomes a series of concurrent career-oriented symposia. This year for example we hosted Borough President James Oddo who spoke to students about careers and during the plenary session gave the students pointers and shared ways to persevere in making professional dreams come true. Thereafter the students through selections they made proceeded to four different breakout sessions to speak to professionals from all careers, industries, and professions. At the senior level, again

through advisory, 12<sup>th</sup> grade students work together and through their senior capstone project identify a problem with a global implication and then develop a strategic action plan and put it into effect to work toward a solution at the community level. This past year has the CSIHS PTA coordinated a borough-wide Girls Empowerment conference that was open Island-wide and featured women at the highest levels of their professions speaking to girls from CSIHSIS and all over Staten Island about no ceilings, no boundaries, and not letting gender be an obstacle to success. Students in grades 9-11 through advisory also work to spread global competence through our school's annual International Day. During International Day each advisory is assigned a country and the students then research and design an interactive display and transform each classroom to become a different country. Then the students play ambassador as students from area elementary schools visit and receive passports and a travel itinerary and see presentations and exhibits prepared by the different advisories in different classrooms.

CSIHSIS also has hosted a college fair (with representation from colleges, professional schools, trade schools, and the armed services) in collaboration with McCown High School for students of our school which is open to students from all over Staten Island. Through the College Office every family is invited to have at least one face to face meeting with the college counselor and their child for assistance with the college selection process. The Office also maintains a college corner on the school website that has ample resources for families. The admissions process also features prominently at the 11<sup>th</sup> and 12<sup>th</sup> grade breakfasts. Evening events for parents/families are held annually about college admissions, VESID/ACCESS, financial aid, and admissions at CUNY. CSIHSIS also hosts Advanced Course Information evening to encourage students and families to take advantage of opportunities for advanced courses and make thoughtful choices. Courses such as those offered (honors: Journalism, Pre-Calculus, Physics, and Chemistry; AP: English Composition, English Literature, Studio Art, Biology, Calculus, US History, and Comparative Politics and College Now) directly impact the college admission process. During Advanced Course Night all the teachers present their syllabi explain the nature of their courses and why the course might be desirable or not desirable for a student. Through the school's plan and organization, to ensure that all learners are supported and cultivate partnerships with our families, written school progress reports are mailed for at-risk/celebratory purposes six times annually in advance of marking period report cards through the mail. To support parents and keep them informed, the Parent Coordinator sends an e-newsletter weekly with important updates and information. Likewise the school website is utilized as a hub of information and platform for school celebration for parents, students, and the community. The school leadership is also a constant presence at PTA meetings and does deliver reports to parents each month as well as facilitate workshops on various topics including transcripts and graduation requirements. Moreover the school maintains the Engrade Pro online grading application which fosters academic progress to parents and provides an avenue of communication on academic matters between home and school (teachers).

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the survey scores in Strong Family Community Ties, specifically the areas of Parent Involvement will improve by 10%.

## **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>In collaboration with Gaynor Mccown High School, Marsh Avenue Middle School, and CSI High School the campus will launch the Connect With Kids platform (featured at Superintendent Horowitz's Principals' Spring meeting) which will provide Evidence-Based, Video Learning Modules and Print Resources that are Real-life, evidence-based videos, lesson plans and print resources on the following topics: attendance and achievement , bullying and violence prevention , character development and life skills , college and career readiness , culturally relevant education (CRE) , drug and alcohol prevention , and digital citizenship . Also includes engaging Parent Workshop resources and Professional Development (PD) modules. Resources will support guidance, advisory, and parents. The program will be shared with parents at PTA meetings and family breakfasts.</p>	<p>Students and Families</p>	<p>September 2015-June 2015</p>	<p>E-Chalk, website, PTA, and Parent Coordinator.</p>
<p>A parent interest survey/needs assessment will be administered to all incoming 9<sup>th</sup> grade students' parents to try to align a calendar of events for parents within the school to support, inform, and assist parents based upon their needs. Feedback from 10-12 grade families will be solicited by the Parent Coordinator in the Summer of 2015</p>	<p>9-12th Grade Parents</p>	<p>June 2015-October 2015</p>	<p>Parent Coordinator, Administration, PTA</p>
<p>A new family initiative will be launched in 2015-2016 called CSI HS FIT (Family Intensive Training). This will be a monthly student and parent class that will be aimed at helping families learn more about fitness, exercise, nutrition, and specifically workout together under the guidance of a Physical Education instructor. Efforts will also seek to bring in supplements on self-defense, nutrition, and other health related topics</p>	<p>All students and all parents</p>	<p>September 2015-June 2016</p>	<p>PE instructor and administration</p>
<p>Through the PTA monthly workshops will be offered for families on various topics including academics, CCLS, drug abuse, and social media.</p>	<p>All families</p>	<p>September 2015-June 2016</p>	<p>PTA Officers</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Surveys/needs assessments were created and administered during existing 9<sup>th</sup> grade orientation. Monies will be needed to pay the monthly hour for the PE instructor. Fees for the Connect with Kids platform will be secured from existing budget and or PTA donations.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The administration will target uses for the Connect with Kids platform at PTA meetings and family breakfasts and check with parents on the usability rates through the platform itself. A member of the administration will attend the CSIHS FIT initiatives and also PTA workshops.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Baselines Exams	Special Enrichment Classes for struggling 9th grade students	2 day after school module	2 days after school per week
<b>Mathematics</b>	Baseline Exams and Teacher Feedback	In the 9th grade enrichment classes for struggling students	2 before school module	2 days before school per week
<b>Science</b>	Teacher Feedback	Make up Labs/Tutoring	Lunch time, before school, and after school tutoring/lab make up	4 days per week
<b>Social Studies</b>	Teacher Feedback	Tutoring	Lunch time tutoring assistance by appointment	3 days per week
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Transcript Review/Scholarship reports/IEPs.	Mentoring, group counseling, one on one counseling, Transcript Tuesdays.	Small group or one to one meetings as scheduled	5 days per week

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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.

#### **2b. High Quality and Ongoing Professional Development**

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

### 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.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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's Title I Parent Advisory Council (PAC) 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. **[CSI High 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. **[CSI High 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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**

**[CSI High 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 on assessments.

#### **I. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> 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 to 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>047</b>
School Name <b>CSI HighSchool for International Studies</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Joseph Canale</b>	Assistant Principal <b>Lauren Torres</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Joseph Errichiello (McCown HS)</b>	School Counselor <b>Erika O'Grady</b>
Teacher/Subject Area <b>Karolynn Mangiero/SS</b>	Parent <b>Michele Magrone</b>
Teacher/Subject Area	Parent Coordinator <b>Annette Lentini</b>
Related-Service Provider <b>Kim Demarzo</b>	Borough Field Support Center Staff Member <b>Nilda Kraft</b>
Superintendent <b>Anthony Lodico</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>4</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>504</b>	Total number of ELLs	<b>3</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	3	<b>Newcomers</b> (ELLs receiving service 0-3 years)	0	<b>ELL Students with Disabilities</b>	3
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>				2		2	1		1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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**Freestanding English as a New Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											1	1		0
Chinese														0
Russian										1				0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)										1				0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)											1	1		0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	2		2	
Geometry/CC Algebra	1			
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science	1			
Living Environment	1			
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1		0	
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
We use Gates MacGinitie diagnostic exams to assess literacy of all students. Currently, 2 of our 3 ELL students are reading 5-7 years below grade level according to this diagnostic rendering a lexile result that requires remediation. As part of our school's instructional plan, we have enlisted students in a literacy enrichment lab which meets after school two days a week. This is in conjunction with ESL classes/units which are grounded in literacy.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Patterns show that ELLs have been stagnant over the past two years as per an analysis of the NYSESLAT data. We have never administered the NYSITELL so we are unable to garner patterns.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Patterns assist in making instructional decisions in that they inform budget and material sources. Currently, our ELL population is not a subgroup measured by NYSED according to our AMAOs, however our school is in good standing for ELA instruction.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Paste response to questions here:
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]  
N/A
- How do you make sure that a student's new language development is considered in instructional decisions?

Currently, our three ELLs are most comfortable receiving instruction in English. If a case should arise where a child fared with stronger communication skills in their native language, materials and texts would be aligned to better support their native language.

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

N/A

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

Our greatest indicator is that of the NYSESLAT exam. We also use results from Regents exams and lexile scores (reading levels) to evaluate the success of our programs for ELLs.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

As part of the admission process, all families new to the DOE complete a Home Language Identification Survey (HLIS) by our pupil accounting secretary. If this survey indicates that the primary language of the student is a language other than English, an informal interview occurs by our Assistant Principal. At that time it is determined as to whether or not the school must administer the LAB-R. If it is deemed that the LAB-R (NYSITELL) must be administered, our Assistant Principal (or testing coordinator in her absence) administers the LAB-R (NYSITELL) within 10 days of the student's admittance. If the student does not show proficiency in English AND they have indicated Spanish as their primary language, the Spanish LAB-R (NYSITELL) would be administered by our Spanish Language teachers.

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

Families of students who do not demonstrate English proficiency, either through the LAB-R (NYSITELL) or incoming NYSESLAT scores, are sent home with an Entitlement/Continuous Enrollment/placement letter in the home language by our testing coordinator with 5 days of assessment administration. The pupil accounting secretary collects these forms and keeps them on file in the main office. If a student shows proficiency on these assessments, non-entitlement letters are distributed.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

Paste response to question here:

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

See question #1

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).

Parents are given a copy of the "Parent Bill of Rights" upon enrollment. The parent coordinator (and a translator if necessary) are made available.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

See question #1

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

This is done by the parent coordinator and a translator if necessary. The school has a list of available pedagogical translators available. If the language of the family is not available within our school community, we reach out to the translation unit.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

A file and list is kept in the main office of forms distributed. Outreach is made for those that have not been returned

9. Describe how your school ensures that placement parent notification letters are distributed.

This is done by our testing coordinator for those students who warrant continuous enrollment (not reaching proficiency on NYSESLAT/NYSITELL). For students who test out (Commanding), parents are informed of discontinuance of services after 2 years by our Assistant Principal/Parent Coordinator.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

These forms of documentation are preserved in the child's cumulative record in the main office.

11. 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.

Students who are identified as eligible to take the NYSESLAT (through RLER) will sit for the exam mid April-mid May every year. The first administration is dedicated to the speaking section. Thereafter, listening, reading and writing is administered. The administration of such an exam is done by a certified and trained teacher and standard examination procedures are applied.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Once results are rendered, the testing coordinator will inform the parent coordinator and administration of those that are entitled to continuous enrollment and notification letters are sent out.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend shows that many parents request Freestanding ESL.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.  
31R047 will implement the CR 154 units of study by dedicating a period per day, taught by a certified ESL teacher, towards ESL instruction. Students are grouped by mixed proficiency levels and differentiation occurs within the classroom. Students receive a total of 250 minutes of ESL and ELA instruction per week by a certified ESL teacher at McCown HS.
  - TBE program. *If applicable.*  
N/A
  - DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students are programmed for 1 50 minute period per day of ESL/ENL instruction. We currently exceed CR154 units of study and staffing requirements.

3. Describe how core content is delivered in each program model. 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.

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

The testing coordinator has a list of ELL students (currently 3) and provides appropriate testing accommodations.

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

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Paste response to questions here:

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

Some of the strategies specific to ELLs include repetition, graphic organizers, visuals, modified assessments, tailored student activities that consider Multiple Intelligence data and Frayer Model for vocabulary development.

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

All students receive special education services in accordance with the requirements of their IEPs. All students were administered a bilingual evaluation mandating intensified processing services as opposed to ESL. Content area teachers are provided with copies of the IEPs so that they may become familiar with the special needs of this student who may have been programmed in their classrooms. Classroom are structured with two licensed teachers in an effort to provide target support around language acquisition, learning targets, and individualized education plans. Students are placed in ICT settings with ESL supports

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

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

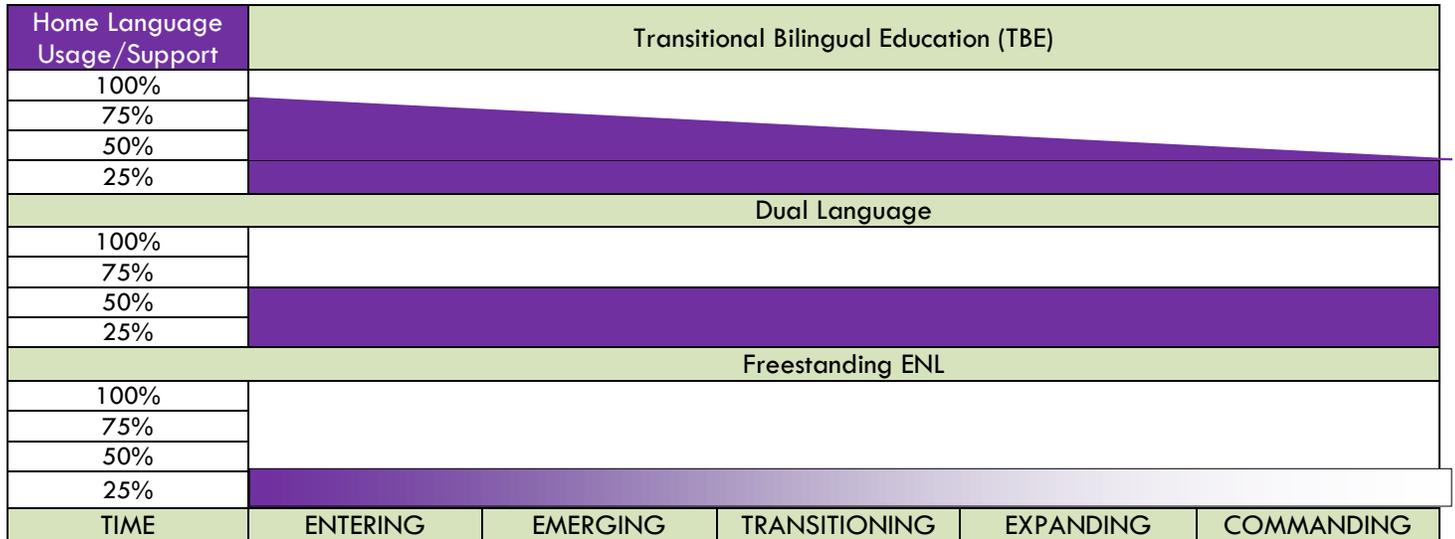


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Our school offers tutoring every day after school along with intervention supports during lunch time in certain subject areas. As high states exams come near, Saturday Academy programs are offered to all students- especially ELLS. This year we implemented a targeted "math lab" and "writing lab"for students at risk. Identification was based on a summer baseline assessment that was administered. Our 9th grade ELL student is currently enrolled in both programs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
ELLs are placed in classrooms with native speakers and learn through immersion. Through collaborative learning and pedagogical practice around tier I, tear II, tear III vocabulary, students content and language skills are enriched.
12. What new programs or improvements will be considered for the upcoming school year?  
In the upcoming school year, we would like to extend our course offerings in an effort to minimize the amount of students in a class. This will better support all learners, allowing for targeted attention to ELL students
13. What programs/services for ELLs will be discontinued and why?  
We do not plan on discontinuing any services for the upcoming school year. Our math/writing labs are contingent upon funding and teacher program allowances.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Services after school are open to all students regardless of status. School programs are offered to all students as well. See question #10 for supplemental after school programs
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Our texts are offered in differentiated form and every classroom is equipped with a smartboard for facilitation of visuals and student interaction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
When necessary, it would be delivered through texts, assessments and materials provided to students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
As a transition service, students are invited to participate in Freshman Summer Academy (3 weeks) prior to the beginning of the school year. ELLS who enroll throughout the school year have access to our guidance counselor, college counselor, parent coordinator and advisor. Newly enrolled ELLs, depending on need, may be eligible for a supplemental Learning Support class along with ESL supports.
19. What language electives are offered to ELLs?  
ELLs are afforded the same language electives as all students: Spanish, Mandarin Chinese, Japanese
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
At the College of Staten Island HS, development for teachers, administrators, guidance counselors, special educators, psychologists, paraprofessionals and related service providers is provided by the administrative staff, an outside QTEL trained pedagogue as well as internal pedagogical staff  
  
Within the school, professional development concentrates on:
  - The literacy needs of the ESL students.
  - Scaffolding instruction in Math and Science through experiments and the use of manipulatives.
  - Sessions on sharing of online resources that can make instruction more effective.
  - Differentiation of instruction as a general rule but more especially with ELLs.
  - Q-TEL
  - Item analysis and use of data gained from Gates MacGinitie and prior NYSESLAT to inform instruction.
  - Writing strategies that target our bottom third population
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
ELL teachers and content area teachers spend 90 minutes per week dissecting and bridging the CCLS to meet the needs of the grade bands. Teachers servicing ELLS meet with content area teacher 1 period per day to plan, differentiate and find entry points for ELL students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Supports for ELLs transitioning from Middle School:
  - 2 periods per week of Math lab for targeted instruction- scaffolded curriculum based on 8th grade scores/standards
  - 1 period per day of "Learning Support" for students with disabilities and ELLs
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
See question #1. Records are kept by administration.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

**This occurs on Mondays and Tuesdays during the designated "Parent Outreach" time.**

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

**Teachers submit outreach logs on a weekly basis.**

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Parental involvement workshops held a minimum of 10 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs and a needs assessment is disseminated at the beginning of the year for all parents.
  - PTA meetings once a month with outreach to parents of ELLs
  - Parent volunteers are encouraged to spend time and assist in school.
  - Weekly newsletter to parents generated by our parent coordinator
  - Monthly newsletters generated by our PTA
  - Open invitation to all parents to our monthly School Leadership Meetings
  - Constant communication with families through phone calls from teachers and phone master, emails and the use of an on-line grading system (Engrade)
  - Data from the Learning Environment Survey helps the school identify needs of parents
  - School wide activities to include parents in school community- ex. Freshman/sophomore/ junior and senior Luncheons, Dessert Social, College Night, NHS, Open school week, Simulated school night, student led conferences, Junior Rite of passage
  - Translation of school notices available upon request and all PD opportunities are maintained on file
  - Translation options on our website
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
No
5. How do you evaluate the needs of the parents?  
Through an annual needs survey. This helps the PTA and school leaders develop workshops that are meaningful to all parents.
6. How do your parental involvement activities address the needs of the parents?  
See question #6

### D. Additional Information

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

Paste response here: Currently our ELL population is being serviced at McCown HS under a licensed ESL teacher. Our three ELL students are allotted a period a day for ELL instruction (250 minutes per week). Although we do not currently have a licensed ESOL teacher working on staff, we have been able to pool resources with our campus neighboring school to fulfill the requirement under CR Part 154.

## Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **31R047**

School Name: **CSI High School for Int Studies**

Superintendent: **Anthony Lodico**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnedoe.org/tiu/lac](http://www.learnedoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Across the school, the following preferences surfaced within grade levels:

- 9<sup>th</sup> Grade: 1 parent prefers written and oral communication in Spanish; 1 parent prefers written communication in Arabic
- 10<sup>th</sup> grade: 2 parents prefer written and oral communication in Spanish; 1 parent prefers only written communication in Spanish
- 11<sup>th</sup> Grade: 2 parents prefer written and oral communication in Russian; 2 parents prefer written and oral communication in Chinese

- 12<sup>th</sup> Grade: 1 parents prefers written and oral communication in Chinese; 3 parents prefer written and oral communication in Russian; 4 parents prefer written and oral communication in Spanish

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our website has a translation option made available to families where 80 different languages are accessible. On our website, parent communication, handbooks and DOE memos are mae available on this site and the parent newsletter, which is distributed by our Parent Coordinator, has translation options made available as well.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

There is parent outreach made to parents (via email and phone) by teachers and paraprofessionals every Monday and Tuesday (2:55-3:15). Furthermore, parent meetings in the form of PTA and Parent Teacher Conferences (PTC) are scheduled as follows:

- 1) 9/17: PTA Meeting
- 2) 9/30: Curriulum Night
- 3) 10/3: Freshmen Family Breakfast
- 4) 10/8: PTA
- 5) 10/17: Sohomore/Junior Family Breakfast; Senior Lunch
- 6) 10/20 and 10/26: Open House
- 7) 11/5: ACCESS-VR family Meeting
- 8) 11/12: PTA
- 9) 11/19 and 11/20: PTC
- 10) 12/3: Financial Aid Night
- 11) 12/10: PTA
- 12) 1/12: ELA Night
- 13) 1/14: PTA
- 14) 2/11: PTA
- 15) 3/3: PTA
- 16) 3/10 and 3/11: PTC
- 17) 4/14: PTA

18)5/12: PTA  
19) 6/2: PTA

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Parents whose survey indicates a language other than English, are mailed home the Bill of Rights and Responsibilities of Parents within 30 days of a student's enrollment. A list of families with translation needs is kept on file in the school and translation services are offered by in-house school staff first. If internal staff can not accommodate the needs of the family, translations are provided by the Translation and Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

#### **Section VII-**

- A. Parents whose survey indicates a language other than English, are mailed home the Bill of Rights and Responsibilities of Parents within 30 days of a student's enrollment
- B. Translation Services signs are posted in main entrance (security desk), main office entrance, and by Parent Coordinator's office
- D. Our school does not have more than 10% of parents who speak a language other than English, however, we work to ensure translation options are made available to all parents.

### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff are provided with names of families who will need translations. They are also provided with a list of staff who can provide translations in-house. They are made aware that if we can not accommodate translation needs in-house, they must contact our Parent Coordinator (who is also our LAC), to set up interpretation/translation via Translation and Interpretation Unit. The T&I Brochure was distributed and made available to all staff.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Welcome poster and the Language ID Guide are located at our main desk and main office. The Parents' Bill of Rights and Parents' Guide to Language Access is in our main office and Parent Coordinator's Office.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We constantly monitor the quality and availability of services through parent surveys and informal conversations with parents at events. We also use the Learning Environment Survey (DOE survey) to garner important information about parents' perceptions and levels of satisfaction with our learning environment.