



THE SCHOOL FOR INTERNATIONAL STUDIES

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: DISTRICT 15/ BOROUGH - KINGS/ NUMBER 15K497
ADDRESS: 284 BALTIC STREET, BROOKLYN, NY 11201
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: K497 **SCHOOL NAME:** The School for International Studies

DISTRICT: 15 **SSO NAME/NETWORK #:** CLSO/Pelles Network #4

SCHOOL ADDRESS: 284 Baltic Street, Brooklyn, NY 11201

SCHOOL TELEPHONE: (718) 330-9390 **FAX:** (718) 875-7522

SCHOOL CONTACT PERSON: Nicola Grant, A.P. **EMAIL ADDRESS:** ngrant4@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Jeanette Smith

PRINCIPAL

Fred Walsh

UFT CHAPTER LEADER

Neil Friedman

**PARENTS' ASSOCIATION
PRESIDENT**

Monique Lindsay

STUDENT REPRESENTATIVE
(Required for high schools)

Olga Shlepakov

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

Isabel DiMola

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Fred Walsh	*Principal or Designee	
Neil Friedman	*UFT Chapter Chairperson or Designee	
Monique Lindsay	*PA/PTA President or Designated Co-President	
Catherine Longworth	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Olga Shlepakov	Student Representative, if applicable	
Christyn Jackson	Teacher, UFT	
Anna Cohen	CBO	
Kyle Applewaite	Student	
Kimberly Huggins	Student	
Debra Motley	Parent	
Diana Halluska	Teacher, UFT	
Jeanette Smith	Assistant Principal	
Shari Richardson	Parent	

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The School for International Studies is located in the community of Cobble Hill, in Brooklyn, New York. As a secondary school with grades 6 to 12, the school serves a population of approximately 500 students from culturally diverse backgrounds. The community is home to many new immigrants from The Dominican Republic, Mexico, Central America and the Middle East. The school is a central part of the community to many of the students and their families. The building in which the school is housed has three schools, The Brooklyn School for Global Studies-also a 6-12 collaborative, P368 Star Academy – a D75 autistic program, and International Studies, with a combined student capacity of over 1200 students.

The School for International Studies offers a seamless curriculum for students in grades 6 through 12. Entering students are accepted in grades 6 and 9, through an application/interview process for incoming sixth graders and an application/lottery process for incoming ninth graders. Our teaching staff is dedicated to providing the highest level of instructional practice possible with significant investment in staff-professional development, designed to enhance instructional expertise. The school strives to generate the inquisitive, internal drive in our students that will prepare them for a life of exploration and learning.

In 2008-2009, the school will house two (2) sixth grade, two (2) seventh grade, and two (2) eighth grade classes in general education. Middle school general education classes will contain between 25-30 students. There will be two (2) self-contained special education classes in the middle school, with approximately 24 students total. For 2008-2009 the high school will have approximately 73 students in the ninth grade, 80 students in the tenth grade, 60 students in the 11th grade, and 60 students in the 12th grade. Students, grades 6-8 are grouped heterogeneously in classes, while high school students are offered accelerated and non-accelerated courses in all core subjects. International Studies graduated its fourth class of 12th graders in June 2008.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	The School for International Studies			
District:	15	DBN #:	15K497	School BEDS Code #: 331500011497

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K							85.7	92.3/83.6	92.3
Kindergarten									
Grade 1				Student Mobility:					
Grade 2				(% of Enrollment as of June 30)			2006	2007	2008
Grade 3							93.2	92.0	93.3
Grade 4									
Grade 5				Eligible for Free Lunch:					
Grade 6	61	47	53	(% of Enrollment as of October 31)			2006	2007	2008
Grade 7	52	61	45				67.3	67.9	73
Grade 8	74	60	60						
Grade 9	117	102	116	Students in Temporary Housing:					
Grade 10	76	93	84	(Total Number as of June 30)			2006	2007	2008
Grade 11	46	51	55				5	9	3
Grade 12	86	51	58						
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary	0	0	0	(Total Number as of October 31)			2006	2007	2008
Total	512	465	471				8	10	7
Special Education Enrollment:					Suspensions:				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes	32	25	31						
No. in Collaborative Team Teaching (CTT) Classes	7	8	10	Principal Suspensions			13	28	24
Number all others	37	35	36	Superintendent Suspensions			22	34	18
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	59	51	48	Number of Staff:			
# ELLs with IEPs	1	0	3	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	37	38	43
				Number of Administrators and Other Professionals	14	12	15
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	3	TBD	2
	19	16	13				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	97.7
American Indian or Alaska Native	0.4	0.6	0.2	Percent more than two years teaching in this school	45.9	50.0	60.5
Black or African American	48.4	46.2	44.2	Percent more than five years teaching anywhere	37.8	42.1	37.2
Hispanic or Latino	35.6	34.0	36.0				
Asian or Native Hawaiian/Other Pacific Isl.	3.7	3.4	3.6	Percent Masters Degree or higher	70.0	76.0	70.0
White	11.9	15.7	15.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	72.3	85.6	85.4
Multi-racial							
Male	54.9	53.6	53.1				
Female	45.1	46.4	46.9				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:	IGS		ELA:	IGS
	Math:	IGS		Math:	IGS
	Science:	IGS		Grad. Rate:	IGS

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	X	X	X	X	X	X
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	X	X	-	-	-	
Hispanic or Latino	X	X	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	
White	-	-	-	-	-	
Multiracial						
Other Groups						
Students with Disabilities	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	
Economically Disadvantaged	X	X	X	X	X	
Student groups making AYP in each subject	4	4	2	2	2	1

Key: AYP Status

v	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
v ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	C	Overall Evaluation:	X
Overall Score	45.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	X
School Environment (Comprises 15% of the Overall Score)	6.1	Quality Statement 2: Plan and Set Goals	X
School Performance (Comprises 30% of the Overall Score)	19.1	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	19.9	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	X

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

For the 2007-08 school year, our middle school received a progress report grade of "C" and our high school a "B". Upon review of the M.S. PR, we have identified several areas to address for improvement in 2008-09. They are as follows, in order of priority:

- 1) Increase the number of proficient students (levels 3 & 4) making progress on the NYS ELA and Math assessments. Last year 0% of these students made progress. The focus of our MS inquiry team is on this targeted group of students.
- 2) Improve learning environment teacher survey results by providing time during the school day for teachers to complete the survey. Last year, only 12 of 44 teachers responded to the survey—those teachers who have the most negative feedback to share.
- 3) Improve attendance to 90% school-wide. Total annual attendance for the middle and high school combined was 87.7. This year, our goal is to raise the total average to 90% by implementing a new group of incentives and attendance improvement initiatives.

The areas for improvement, as identified on our HS progress report, in order of priority are:

- 1) Increase the percentage of students passing science regents. Last year's science regent pass rates were below the city and peer horizon averages. Replicating and building on last year's inquiry team success in making gains on the social studies regents, will be this year's focus for improvement.
- 2) Increase the credit accumulation of students performing in the bottom 1/3rd. Our inquiry team has identified our lowest performing students and is looking at a variety of interventions to ensure their timely graduation. International's 6 year weighted diploma rate is well below the city and peer horizon average. A priority for our guidance staff is to make sure our overage students remain active in school until they have fulfilled all regents requirements to graduate.

The most significant aides to our school's improvement are as follows:

- There is a strong sense of camaraderie amongst teachers at International which results in an overall positive school tone. A dedicated staff that innovates and embraces the many challenges that teaching poses in order to meet the needs of their students. Teacher retention is a significant contributor to our school's success. Last year, just 2 of 42 teachers left the

school. The stability of our faculty has resulted in continuity and consistency of instruction—a key factor in our school’s improvement effort.

- Teachers have embraced the use of data in their classrooms and are committed to using it effectively.
- There is a strong sense of camaraderie amongst teachers at International which results in an overall positive school tone. A dedicated staff that innovates and embraces the many challenges that teaching poses in order to meet the needs of their students.
- Improved organization and communication systems, designed to better serve the needs of students, faculty and parents, are having a positive impact on their satisfaction.
- We reorganized the guidance department to ensure that both middle school and high school students were being served effectively.
- Increased availability and use of data, including ARIS, TCRWP predictive and Acuity diagnostic testing has enabled teachers to target their instruction toward specific skill sets. The most significant barriers to our schools’ continued improvement are:
 - Teachers need continuous professional development around the topic of supporting our newly arrived English Language Learners (12% of our total population). While our students receive instruction in the ESL class, the content area teachers need more professional development in supporting newly arrived ELL’s in order to help our newly arrived immigrant students, with no English speaking or reading skills to reach proficiency on state standardized tests and consequently graduate on time.
 - Balancing the external demands of State and Citywide curricular pacing calendars with the needs of our students has sometimes been challenging. Teachers must often engage in curriculum writing in order to deepen the existing curriculum to make sure that it fosters critical thinking and deeper learning across disciplines. In our efforts to use interim assessments effectively, we have found that the turnaround time for the results has been slow and has not always been aligned with city and state pacing guides and standards.
 - Parental support is still an area of focus for our growth. In an effort to engage parents as learning partners we recognize there are several barriers to establishing ongoing parental support. We see that in spite of our best efforts, at this point, there is still a disconnect between the school and the parent community. . We recognize that we need to make even more of an effort to include them in the conversation around their children’s academic growth. Lack of parental support despite efforts to include them as active positive participants in their child’s education.
 - Despite all of our efforts, including ACS reporting, home visits, family counseling and planning interviews, we still have an unacceptably high number of over-aged, under credited students who fail to come to school. Approximately 6% of our school’s total population are long-term absentees. A significant number of students appear on our school’s register, but never report to school.
 - We continue to seek new ways to increase student voice in our school’s decision making process. Our student council is one step along this process but has yet to become as developed as we know it needs to be.
 - With the implementation of the Chancellor’s Fair Student Funding formula, and with next year’s anticipated budget cuts of over 8%, the school will need to do more with less . A budget cut of this magnitude may result in a reduction of staff, increased class size, and a reduction in academic intervention services and enrichment programs.

The following are last year’s SQR recommendations for improvement and what the school has done to address them:

- *Implement a more rigorous goal setting system that uses interim data to regularly monitor and revise progress*

The school began by reviewing its structures for goal setting, and ultimately raising expectations for individual student outcomes. Faculty conferences, grade level and department meetings are the primary opportunities for setting and monitoring goals. The school has increased its focus on individual student performance data to drive our goal setting processes. With higher performing students entering in grades 6 and 9 the school has adapted its systems and structures to provide a more rigorous instructional program.

- *Share the many examples of good differentiated teaching so that the practice becomes consistent across the school.*

More consistent use of differentiated instructional strategies remains our goal for 2008-09.

Structures we have put in place since last year's review are regular grade team and department meetings designed for teachers to share their best practices.

Teachers participate in inter-visitations within the school and out of the school. This allows them to observe and demonstrate best practices. Our partnership with TCRWP and AUSSIE provides additional, expert support to our teachers. We utilize the professional development opportunities that are provided in the network. New teachers work with mentors for additional support.

- *Raise the overall level of academic challenge for special education and English language learners.*

Increasing the academic progress of our special needs and English language learners, in an academically challenging- standards based learning environment, remains a priority for improvement at International. Special needs students and ELL's who fall in the lowest 3rd show inconsistent progress in both middle school and high school. This year we redesigned students' academic programs to provide additional services such as push-in and team taught classes. Teachers need continuous professional development around the topic of supporting our newly arrived English Language Learners. While our students receive instruction in the ESL class, the content area teachers also need more professional development in supporting newly arrived ELL's in order to help our new immigrant students, with no English speaking or reading skills, to reach proficiency on state standardized tests and graduate on time. Currently we are conducting action research on sub-group ELL population, our struggling middle eastern high school aged boys. A closer examination of that demographic, combined with academic supports and community and parent outreach efforts, we expect will result in their improved achievement.

Special education staff also need more opportunities for professional development in highly effective strategies for increasing basic numeracy and literacy skills of our special needs students.

- *Find ways of managing the limited budget strategically in order to maintain programs that are raising achievement.*

Despite budget losses, we have continued to budget the school so as to preserve small class sizes, after-school and Saturday programs. A middle school improvement grant proposal was submitted in September and awarded last week. With these grant planning funds, and potentially the full grant award of up to \$250,000, we expect to continue to make improvements to our middle school program.

This year, we are challenged again with a mid-year budget cut of \$67,000 and a register loss resulting in another \$180,000 budget reduction. The school is presently working to move budget allocations around so as not to cut vital academic enrichment and intervention programs.

- *Seek ways in which teachers new to the school continue to receive the same high level of support in their second year as in their first year.*

Our two second year teachers are partnered with master teachers of their subject areas. For example, our 2nd year ESL teacher meets daily with our most experienced ESL teacher during their common planning period. Additionally she meets with her assistant principals for instructional support, goal setting and for PD opportunities.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for NCLB/SED improvement (SURRE, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal # 1:

To address the unique needs of entering 9th graders, causing them to remain in school, and improve their post-secondary attainment levels by creating a system of programs, supports, and pathways within the freshman program.

Measurable Objective:

- Increase the rate of student retention from grade 9 to grade 10 by 10% or at least 95 students.
- Decrease the percentage of students losing credit and/or failing one or more courses during the freshman year by 10% or no more than 11 students.
- Increase the average GPA of freshmen for each sub group of the population by 5%
- Increase the percentage of freshmen who pass the New York Statewide Assessment in Integrate Algebra 1 and Living Environment Regents exam by 5% or at least 6 students.

Goal # 2:

To support increased levels of student performance by creating and sustaining professional learning communities within and across the middle and high school faculties of International Studies.

Measurable Objective:

- The number of students receiving a passing score on each section of the New York State High School Regents Exam will increase by a minimum of 10% or at least 10 students per exam.
- The number of graduates meeting the New York State four-year requirements will increase by at least 5%.

Goal # 3:

Increase student proficiency in English Language Arts.

Measurable Objective:

- 50% of students or 87 students scoring Level 3 or 4 on the NYS ELA—A gain of 10% from '07-08 SY
- Increase of 1 reading level for 50% or 87 students by the March periodic assessment and an increase of 1 reading level for 85% or 147 students by the June periodic assessment

Goal # 4:

Increase individual student yearly progress in Math and ELA.

Measurable Objective:

- A 10% gain in the number of students making individual progress on the NYS Math exam, or 18 students, will show an overall increase their scale score.
- A 10% gain in the number of students making individual progress on the NYS ELA exam, or 18 students, will show an overall increase their scale score.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**All 9th grade core subjects:
 ELA, Integrated Algebra, Global
 History, Living Environment,
 Foreign Language**

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To address the unique needs of entering 9th graders, causing them to remain in school, and improve their post-secondary attainment levels by creating a system of programs, supports, and pathways within the freshman program.</p> <ul style="list-style-type: none"> • Increase the rate of student retention from grade 9 to grade 10 by 10% • Decrease the percentage of students losing credit and/or failing one or more courses during the freshman year by 10% • Increase the average GPA of freshmen for each sub group of the population by 5% • Increase the percentage of freshmen who pass the New York Statewide Assessment in Integrate Algebra 1 and Living Environment Regents exam. • Increase the percentage of freshmen, which are eligible to participate in extracurricular activities while also increasing the participation levels in these activities.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Increase the number of course offerings and create a customized freshman time schedule to allow students to attain 12 credits by June. 2. Customize student programs designed to support struggling students with additional small group reading and math tutorials. 3. After school, Saturday enrichment programs and homework help. 4. Continue in the development of our gender-based advisory program containing no more than 15 students per group.

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Create and support dedicated teaching teams within grade level and content area groupings that will support their professional growth and ensure the success of their students. This will be facilitated through regularly scheduled weekly department meetings and grade team meetings. • Demonstrate increased job satisfaction among teachers and staff who belong to these teams as measured by the annual survey of school climate • Support the focused professional development of teachers within International Studies high schools • Teachers in all academic content areas will use the same kinds of reading comprehension, vocabulary building techniques, and writing rubrics across the curriculum to help students become better readers and writers. (International Studies Literacy Plan)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Creating and sustaining professional learning communities will require the use of C4E funds for teacher per-session for after-school PD and meeting time. Professional periods will also be used for this purpose.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increased communication and collaboration amongst grade team and content area teachers as evidenced through actions and outcomes of weekly grade team meetings. • An increase in overall student achievement, as evidenced by gains on standardized tests, credit accumulation and graduation rates. • Staff retention and increased satisfaction as evidenced in teacher opinion surveys and continued low teacher turnover rates at year-end.

Subject/Area (where relevant):

English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase student proficiency in English Language Arts</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Weekly ELA department meeting where student work is analyzed, data collected and lessons planned according to data implications • Weekly grade level meetings where literacy data is shared with content area teachers and student progress is monitored. Systems to implement strategies to support student literacy across the content areas are developed • On-site staff development with Teacher’s College for 15 days. • Teachers attend Teacher’s College Calendar Day workshop series • Lead Teacher informally observes and meets with ELA teachers on a weekly basis • Middle School Assistant Principal informally and formally observes ELA teachers on an ongoing basis • Reading teacher provides targeted Academic Intervention Services • Renzuilli Learning online differentiated instruction program utilized during 37.5 minute small group instruction period targeting Level 1 and Level 2 students • Afterschool tutoring 4 days a week • 10 week Saturday Scholars program targeting Level 1 and Level 2 students • Inquiry Team tracking data of high Level 2 and low Level 3 students • Use of ARIS, Acuity and Teacher’s College Reading and Writing Assessment system online system to track data and create lessons to meet individual student needs • Utilization of Middle School Success Grant Planning Funds to create Comprehensive Reform Programs to improve literacy in Middle School • Support from Community Learning Support Organization professional development team
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The school will implement the above initiatives for middle school students by utilizing available Title 1, Title III, .and C4E allocations. These funds will be used for teacher per-session for after-school and Saturday enrichment programs.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 20% increase in students making progress on the NYS ELA exam • Increase of 1 reading level during each periodic assessment period (November, March, June) • 90% of students with a grade of 65 or higher in content area subjects • Student work including reading notebooks, writing notebooks, writing projects, ELA portfolios, Social Studies projects, Science projects • Teacher conference notes on student progress • Periodic assessments • Reading levels on TCWRP online data system <p>Minutes from department meetings, grade level meetings, inquiry team</p>
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Subject/Area (where relevant): Math and ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase individual student yearly progress in Math and ELA</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • AUSSIE consultant observes and meets with Math teachers grades 6-8 providing feedback on instruction and data analysis • Monthly Math department meeting where student work is shared, analyzed and lessons planned based on data implications • Off-site professional development for Math teachers in differentiated instruction and use of technology • Weekly ELA department meeting where student work is analyzed, data collected and lessons planned according to data implications • Weekly grade level meetings where literacy and Math data is shared with content area teachers and student progress is monitored. Systems to implement strategies to support student literacy across the content areas are developed • On-site staff development with Teacher’s College for 15 days. • Teachers attend Teacher’s College Calendar Day workshop series • Lead Teacher informally observes and meets with ELA teachers on a weekly basis • Middle School Assistant Principal informally and formally observes Math and ELA teachers on an ongoing basis • Reading teacher provides targeted Academic Intervention Services • Renzulli Learning online differentiated instruction program utilized during 37.5 minute

	<p>small group instruction period targeting Level 1 and Level 2 students</p> <ul style="list-style-type: none"> • Afterschool tutoring 4 days a week • 10 week Saturday Scholars program targeting Level 1 and Level 2 students • Inquiry Team tracking data of high Level 2 and low Level 3 students • Use of ARIS, Acuity and Teacher's College Reading and Writing Assessment system online system to track data and create lessons to meet individual student needs • Utilization of Middle School Success Grant Planning Funds to create Comprehensive Reform Programs to improve literacy in Middle School • Support from Community Learning Support Organization professional development team
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The school will implement the above initiatives for middle school students by utilizing available Title 1, Title III, and C4E allocations. These funds will be used for teacher per-session for after-school and Saturday enrichment programs.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increase individual student progress by 20% on the NYS Math exam • Increase individual student progress by 20% on the NYS ELA exam

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	28	20	6	28				
7	26	12	6	12				
8	31	20	12	10				2
9	32	8	10	4	10			
10	11	22	5	11	36			2
11	13	4	4	22	20	1	1	3
12	10	3	4	18	19			1

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> - Zero Period Intervention (37 1/2 min) 4x per wk (a.m.) – ELA Teacher provides students (sm. grp.) with Guided Reading and Independent reading sessions. Focus: To increase stamina - Enrichment: (50 min) 2x per wk, 8th Gr. & 4x wk, 6th Gr. during the day – Reading Specialist provides sm. grp. Instruction; Focus: Three types of comprehension; recreation, textual and functional - Enrichment: (50 min) 2-3x per wk during the day-Reading Specialist utilizes REWARDS techniques to enhance the learning skills of HS ELLs - Tutoring: 2-3x per wk (within the class, during the 50 min period-Hunter College student teachers provide one-to – one instruction - Enrichment: (1 1/2 hr.) 4x per wk (after school) & 1x per wk (before school)- ESL teachers provide dual language instruction to ELLs - Saturday Scholars Institute: Test Prep wkly for MS & HS students-ELA teacher instructs (10-15 students) - Enrichment: (50 min) 2x per wk during the day-Reading Specialist provides REWARDS instruction to 12:1:1 class (50 min.) 2x per wk.
Mathematics:	<ul style="list-style-type: none"> - Zero Period Intervention (37 1/2 min) 4x per wk (before school)- Math Teacher provides sm. grp instruction - Enrichment: (1 1/2 hr.) 4x per wk (after school); one-to-one or sm. grp. tutoring - Saturday Scholars Institute: Test Prep, wkly, for MS & HS students
Science:	<ul style="list-style-type: none"> - AVID : College Prep Enrichment (50 min) 2x per wk during the day (Gr. 10)-Science Teacher promotes rigorous activities . Skills learned are carried over across all academic disciplines - Enrichment (1 ½ hr.) 4x per wk (after school); one- to-one or sm. grp. tutoring. - Sci Voabulary Class for ELLs (50 min) 1x per wk-conducted by Reading Specialist.
Social Studies:	<ul style="list-style-type: none"> - Zero Period Intervention (37 ½ min) 4x per wk (before school)- S.S Teacher provides sm. grp. Instruction with an emphasis on reading - Enrichment (1 ½ hr.) 4x per wk (after school); one-to-one, or sm. grp. Tutoring

	- HS Global History Support (50 min) 5x per wk during school day- Licensed S.S. Teacher provides intensive instruction ; sm. grp.
At-risk Services Provided by the Guidance Counselor:	- Addressed are academic, behavioral, social, and attendance issues; At- risk could mean 1x per wk, bi- wkly, monthly, or as needed.
At-risk Services Provided by the School Psychologist:	-Counseling is goal oriented and focused around targeted behaviors.
At-risk Services Provided by the Social Worker:	- Counseling is intensive and specific to the student's immediate critical needs
At-risk Health-related Services:	-Students' needs are addressed via regularly scheduled appointments and consistent monitoring by the Long Island College Hospital (LICH) mental health staff (a community –based organization) - Crisis Intervention Team meets bi- monthly ,or as needed to preventively address issues such as, suicidal Ideations and depression

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 54
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
 - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: K497 District 15

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program 2	Bilingual Program	ESL Program 2	Bilingual Program	ESL Program 2	
						6

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 15

School Building: K497

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:38 To: 9:23	Living Environment	Living Environment	Living Environment	Living Environment	Living Environment
2	From: 9:26 To: 10:11	Algebra 9	Algebra 9	Algebra 9	Algebra 9	Algebra 9
3	From: 10:14 To: 10:59	English 9	English 9	English 9	English 9	English 9
4	From: 11:02 To: 11:47	English 9	English 9	English 9	English 9	English 9
5	From: 11:50 To: 12:35	Advisory	Living Environment	Phys Ed	Advisory	Phys Ed
6	From: 12:38 To: 1:23	ESL 3	ESL 3	ESL 3	ESL 3	ESL 3
7	From: 1:25 To: 2:10	Lunch	Lunch	Lunch	Lunch	Lunch
8	From: 2:12 To: 2:57	Global History 9	Global History 9	Global History 9	Global History 9	Global History 9

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 15

School Building: K497

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:38 To: 9:23	Global History 10	Global History 10	Global History 10	Global History 10	Global History 10
2	From: 9:26 To: 10:11	E.S.L. 2	E.S.L. 2	E.S.L. 2	E.S.L. 2	E.S.L. 2
3	From: 10:14 To: 10:59	E.S.L. 2	E.S.L. 2	E.S.L. 2	E.S.L. 2	E.S.L. 2
4	From: 11:02 To: 11:47	Algebra 9	Algebra 9	Algebra 9	Algebra 9	Algebra 9
5	From: 11:50 To: 12:35	Physical Ed	Physical Ed.	Physical Ed.	Science Support	Physical Ed.
6	From: 12:38 To: 1:23	Living Env. Support	Living Env. Support	Living Env. Support	Living Env. Support	Living Env. Support
7	From: 1:25 To: 2:10	Lunch	Lunch	Lunch	Lunch	Lunch
8	From: 2:12 To: 2:57	Global History 9	Global History 9	Global History 9	Global History 9	Global History 9

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 15

School Building: K497

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:38 To: 9:22	Global History	Global History	Global History	Global History	Global History
2	From: 9:26 To: 10:11	E.S.L. level 1	E.S.L. level 1	E.S.L. level 1	E.S.L. level 1	E.S.L. level1
3	From: 10:14 To: 10:59	E.S.L. level one	E.S.L. level one	E.S.L. level one	E.S.L. level one	E.S.L. level one
4	From: 11:02 To: 11:47	Algebra 9	Algebra 9	Algebra 9	Algebra 9	Algebra 9
5	From: 11:50 To: 12:35	Advisory	Physical Ed.	Physical Ed.	Advisory	Living Environment
6	From: 12:38 To: 12:1:23	Spanish 1	Spanish 1	Spanish 1	Spanish 1	Spanish 1
7	From: 1:25 To: 2:10	Lunch	Lunch	Lunch	Lunch	Lunch
8	From: 2:12 To: 2:57	Living Environment	Living Environment	Living Environment	Living Environment	Living Environment

Part C: For schools that will receive Title III ELL Supplemental Services for 2008-09:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 6-12 Number of Students to be Served: 54 LEP Non-LEP
Number of Teachers 2 Other Staff (Specify) 6 _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **number of students to be served**
- ✓ **grade level(s)**
- ✓ **language(s) of instruction**
- ✓ **rationale for the selection of program/activities**
- ✓ **times per day/week**
- ✓ **program duration**
- ✓ **service provider and qualifications**

Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

The program at The International Studies School is an English as a Second Language Program with all instruction conducted in English. Middle school students are divided into groups according to grades and proficiency levels in order to accommodate the required minutes of instruction. High school students are similarly

programmed according to grade and proficiency level. Three ESL instructors have programs which focus on students' second language acquisition/academic needs. The programmed 11th and 12th grade ESL class focuses on preparation for the ELA Regents.

After looking at the ELA, Math, Content Area Regents, ELA Regents and NYSESLAT data of our middle school and high school ELLs, we have designed the following programs.

After School Program for students grades 6-8.

- We will offer an After School program that will focus on Literacy and Mathematics. The literacy component will focus on literature in the content area. Supplementary Social Studies, Science, Math and leveled independent libraries will be purchased with Title III funds. It will contain built-in native language instruction in Arabic and Spanish. Students will read and prepare written projects within the different content areas. The Math component will be focusing on the skills demonstrated in the NYS Math Assessment as not mastered. Supplementary materials will be purchased for the math program. This program will service 3 classes with certified content area teachers, Math, Science and Social Studies and a certified ESL teacher who will push into each class to support the ELLs by training them in the use of the bilingual glossaries and assisting in differentiating instruction. The program will be for 15 sessions, of 1 hour, twice a week from January to March. NYSESLAT Preparation Intensive Course will cover the 4 parts of the examination. We will purchase Anastacio booklets to facilitate this intensive preparation course. Three ESL teachers will service the students in grades 6-8 for 19 sessions from March to May, twice a week for one hour

After School Program for students grades 9-12

- Students will receive similar instruction which will also include native language instruction in French and Creole.

Regents Prep Program

We will offer an after school program that will focus on ELA, Science, Social Studies and Mathematics. This Regents component will focus preparing the students for their Regents. Supplementary Social Studies, Science and Math libraries will be purchased with Title III funds. Students will read and prepare written projects within the different content areas. This program will be for 4 classes with certified content area teachers, Math, Science and Social Studies, ELA and a certified ESL teacher who will push into each class to support the ELLs by training them in the use of the bilingual glossaries and assisting in differentiating instruction. The program will be for 15 sessions of 1 hour from January to May.

- 5 weeks Regents Preparation Intensive Academy that will begin in December- 2008 and end in January- 2009 whereby the students will receive intensive preparation for the English, Science, Social Studies, and Math Regents. Four Major Subject Teachers and 1 ESL Teacher will provide instruction, twice a week for one hour each session.
- NYSESLAT Preparation Intensive Course that will cover the 4 parts of the examination. We will purchase Anastacio booklets to facilitate this intensive preparation course. One ESL teachers will service the students in grades 9-12 for 15 sessions from March to May, twice a week for one hour. ESL Software will also be purchased with Title III funds for this program.
- Our 2nd 5 weeks intensive Regents Prep Academy in May 2009 Four Major Subject Teachers and 1 ESL, twice a week one hour each session.

I. Professional Development(2008-2009 activities—tentative dates and ELL-related topics):

Professional Development will continue in September during staff development week with a focus on how to use formative and summative data to inform instruction. Continuous PD for ESL teachers will be provided at faculty conferences, department meetings, bi-weekly grade conferences, common planning and monthly workshops offered by the Assistant Principal, the UFT Teacher Center, and workshops provided by CSO. These will focus on ways content area and ESL teachers can better understand the linguistic needs of our bilingual and ESL students through a careful examination of their curriculum needs from a language perspective. In other words, they will be encouraged to develop language objectives related to key vocabulary, reading or writing skills, listening or speaking tasks, or language structures. ESL teachers will be required to conduct pre-reading and pre-writing activities. Topics will include using ESL methodology, instructional strategies for balanced literacy using the Readers and Writers Workshop Model in both the content areas and in ESL, the implementation of reading and writing strategies for success on the Regents assessments, and classroom management. ESL teachers will continue to meet regularly to discuss the needs of our ELL population. These activities will be at no cost to Title III.

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

At The International Studies School we believe that parental involvement is important and it influences our students' academy success. Therefore, our Parent Coordinator in conjunction with our ESL Assistant Principal and our ESL staff have designed a series of workshops and PTA meetings to get our ELLs parents involved in their children education and to help us to achieve our academic goals. Some of these workshops are:

- Preparing our students for Graduation
- Graduation Requirements
- Regent Assessments
- Planning for College

Translations are available for all workshops. These activities are at no cost to Title III.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$361,975
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$3,632
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$18,610
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 98%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 - Utilizing the 5% Title 1 set-aside to provide tuition reimbursement to ensure all teachers are highly qualified by the end of this school year.
 - Making programmatic changes to ensure that teachers are teaching within license area.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

- 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

Title I Parent Involvement Policy

1. The School for International Studies will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - School Leadership Team will include discussion of Title 1, Part A parent involvement policy and will be an active participant in the develop discussion of Title 1 parent involvement policy and will be an active participant in the development of such policy.
 - Parent Association meetings will include discussion of Title 1, Part A parent involvement policy and will be an active participant in the development of such policy.

2. **The School for International Studies** will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - School Leadership Team will conduct a PASS review, in an instructionally useful manner, to help all students in Title 1, Part A programs to meet the challenging State student academic achievement standards.

3. **The School for International Studies** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - Pupil Personnel Committee meetings;
 - At Risk 6th, 7th, 8th 9th Grade parent meetings
 - Standardized test workshops for parents
 - Evening Parent Conferences;
 - On-going individual parent meetings

4. **The School for International Studies** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - School Leadership Team will conduct midyear and end of year assessment survey of parent population, and make recommendations based on the findings of that survey.

5. The School for International Studies will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.
 - Evening Parent Conferences will be held whereby the school will provide materials to parents that will cover the areas listed above. Active discussions will cover any questions parents have with regard to the State's academic standards for achievement as well as the ways in which a parent can monitor his/her child's success. Strategies for communicating with educators and how to make the most of conferences will also be covered.
 - b. The School for International Studies will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - c. The School for International Studies will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - The school will provide professional development opportunities for staff to improve communication techniques when dealing with parents and community for the purpose of enhancing students' chances for success. Parents will be offered opportunities to evaluate individual and group conferences in a continuing effort to make improvements. An ongoing dialogue with the PTA committee and other pertinent personnel will take place as well.
 - d. The School for International Studies will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities and other programs and conduct and/or encourage participation in activities, such as Parent workshops, that support parents in more fully participating in the education of their children by:
 - Guidance personnel will monitor the students in their caseloads who are on homebound or hospital bound instruction. They will communicate with parents on a regular basis, and they will do the necessary paperwork to update students' records. This also includes any student who is a part of a school for pregnant teens as well.

- e. The School for International Studies will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Email and posting of notices to on line bulletin board.
 - Newsletters and notices sent via direct mail.
 - School-wide telephone messaging system alerts parents of up-coming events.
 - Notices for up-coming PTA meetings translated into multiple languages.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the discussion and adoption of the Parent Involvement Policy and Parent School Compact by the International Studies School Leadership Team, who work collaboratively to develop a meaningful calendar of events and to provide information to the International Studies entire school community including our families of students receiving Title I services.

This policy was adopted by The School for International Studies on October 16, 2008 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title 1 children on or before October 26, 2008.

Parent Signature_____

Parent Signature_____

Parent Signature_____

Parent Signature_____

Parent Signature_____

Principal's Signature:_____

Fred Walsh

Date:_____

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.



Fred Walsh, Principal

School Parent Compact School Responsibilities

The School for International Studies will:

provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

All students will receive a rigorous academic program. Academic interventions will be integrated into the student's school day as well as in our Saturday school program. Students' progress will be monitored by guidance staff, teachers and all those who interact with them on a daily basis. They will be encouraged to meet or exceed expectations. Parents will be welcomed into our school, and there will be ongoing communication in an effort to provide support, encouragement and a celebration of success.

hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

In addition to the two parent/teacher conference dates that are scheduled as indicated below, Saturday parent conferences will be held each term to provide parents with an additional opportunity to meet with guidance staff, school administrators, social workers and teachers. A special meeting for our At Risk 8th and 9th grade students will be held prior to the end of the fall term in order to develop strategies for success. Progress reports will be used as an additional communication tool prior to the 1st marking period grades.

October 23 and 24, 2008

March 26 and 27, 2009

provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

School Report cards, student report cards, in house progress cards are available for parents throughout the term. In addition, our school messenger system is utilized to send out daily messages to parents of absentee students and messages about special meetings. Mailings with regard to Promotion in Doubt are mailed out as well. Parent Association meetings which are held once per month are also attended by various staff members who provide meaningful information to the parents who attend.

provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Communication is on-going at International Studies. Parents are contacted by phone and mailings by teachers and support staff throughout the school year. Messages about their child's progress as

well as the emotional and social development are addressed by these various forms of communication. Guidance staff holds evening parent support groups, and individual conferences are an option throughout the school year whereby teachers and support staff are available by appointment.

provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents are encouraged to participate in their child's education by attending Saturday school sessions in our computer labs. They are afforded an opportunity to learn along side of their child. They are also invited to attend school wide events that are designed to either address concerns or celebrate success. Parent volunteers are welcomed through our Parent Coordinator's office as well as through the individual contacts that are made by teachers and support staff.

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- ❖ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that home is completed;
 - monitoring the amount of television my children watch;
- ❖ participating, as appropriate, in decisions relating to my children's education;
- ❖ participating in school activities on a regular basis;
- ❖ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ❖ reading together with my child every day;
- ❖ providing my child with a library card;
- ❖ communicating positive values and character traits, such as respect, hard work and responsibility;
- ❖ respecting the cultural differences of others;
- ❖ helping my child accept consequences for negative behavior;
- ❖ being aware of and following the rules and regulations of the school and district;
- ❖ supporting the school's discipline policy;
- ❖ express high expectation and offer praise and encouragement for achievement.)

PART II – OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

Specifically, we will:

- ❖ come to school every day and be ready to do our best and be the best;
- ❖ come to school with all the necessary tools of learning – pens, pencils, books, a bookbag, etc.
- ❖ listen and follow directions;
- ❖ participate in class discussions and activities;
- ❖ be honest and respect the rights of others;
- ❖ follow the school's/class' rules of conduct;
- ❖ ask for help when we don't understand;
- ❖ complete all assignments on time;
- ❖ study for exams;
- ❖ read at least 40 minutes every day outside of school;
- ❖ get adequate rest, eat well and exercise;
- ❖ give to our parents/guardians, all notices and information we receive at school every day.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Please see needs assessment page.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
The School for International Studies is forming a committee to determine if these findings are applicable to our program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical

connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
The School for International Studies is forming a committee to determine if these findings are applicable to our program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews,

SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School for International Studies is forming a committee to determine if these findings are applicable to our program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics

classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
The School for International Studies is forming a committee to determine if these findings are applicable to our program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Teacher turnover is not an issue at International Studies. Therefore, this finding is irrelevant to our school.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
The School for International Studies is forming a committee to determine if these findings are applicable to our program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School for International Studies is forming a committee to determine if these findings are applicable to our program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School for International Studies is forming a committee to determine if these findings are applicable to our program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School for International Studies is forming a committee to determine if these findings are applicable to our program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 8, 2008**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	15K497
School Name	The School for International Studies
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 154,652
Principal Name	Fred Walsh
Principal Email	Fwalsh@schools.nyc.gov
Principal Phone	7183309390

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
 No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
 No



Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

How much do you plan to allocate for this program?

Model Programs for ELLs \$ 154,652

Please describe the program.

The model program will be an intensive intervention program held before and after school to target the needs of our ELL learners. ELL learners will be grouped according to their NYSELAT scores. Four teachers in the program will be licensed ELL teachers and they will be partnered with co-teachers to enrich and differentiate the instruction provided. Group size will be kept to a minimum of 10 or less students with 1-2 teachers per group. The program will run for 30 minutes prior to the school's 37.5 minute morning program and it will resume for two hours at the end of the day. The program will focus on literacy skills as applied to content areas. Program goals include: increase student scores on the NYSELAT; mid-level students achieve a 2 or higher on state exams and high school students receive passing scores on their Regents exams. Administrators will provide necessary support staff such as guidance counselors and school secretaries to provide an integral role in students achieving targeted goals.

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

The original program targeted only beginning ELL students and only the ELL teachers were involved. The new program will include all levels of ELL students as well as content area teachers partnered with the ELL teachers.