



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: CROTONA INTERNATIONAL HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X524

PRINCIPAL: JESSECA LONG

EMAIL: JLONG22@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELAINE LINDSAY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jesseca Long	*Principal or Designee	
Israel Soto-Duprey	*UFT Chapter Leader / Secretary	
Topenka Sango	*PA/PTA President or Designated Co-President	
Gustavo Camilo	DC 37 Representative, if applicable	
Naomi Kaine-Siazou Saran Kone	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jose Tavaréz	Member/Parent	
Aissatou Diallo	Member/Parent	
Ingrid Merced	Member/Parent	
Bassirou Siby	Member/Parent	
Julie Vattamala	Member and Chairperson/Teacher	
Santiago Ruiz	Member/Teacher	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013 improve teacher effectiveness by developing a shared understanding of instructional excellence.

Comprehensive needs assessment

CIHS is a new school in its second year of existence whose faculty consists of relatively new pedagogues who are using the Internationals Approach in curriculum design and teaching, as well as the Danielson Framework for Teaching, for the first or second time.

Instructional strategies/activities

In order to improve instruction for all CIHS ELL students, by June 2013 the principal & coaches will have conducted 10 informal observations for each teacher using a combination of selected components of the Framework for Teaching & the Internationals Network for Public Schools (INPS) Rubric for best practice with English Language Learners (ELLs) with a focus on questioning and discussion as measured on a teacher rubric. In order to achieve this goal:

- All teachers will self-assess using the rubric and develop goals based on their self-assessment & identification of area of greatest need. (PD in September, finalizing through 1-on-1s in October; this will be the first time new teachers will be engaging in this exercise, and the third time for returning teachers (who already did so at the beginning & end of the previous school year).
- Principal & coaches review teachers' draft goals in preparation for 1-on-1 conferences with each teacher, where the rubric assessment & goals in identified areas of greatest need are finalized based on feedback from principal & coaches (October).
- The principal will develop a schedule for informal observations & feedback, given through the lens of rubric-based goals to support improved practice in the identified areas. (schedule set in October, observations/feedback ongoing throughout the entire school year).
- To support improved practice, the principal, Language & Literacy Coordinator, and other coaching support staff will support teachers in the process of achieving their goals through individually scheduled meetings with teachers to review goals & integrate them into informal observations (ongoing).
- Teachers will self-assess again using the rubric & reset goals in January and in June; new goals will be finalized after 1-on-1 conference feedback from principal & coaches on the teachers' first drafts.

Strategies to increase parental involvement

CIHS has several opportunities throughout the school year for parents of all ELL students to better understand the pedagogical philosophy and practices of the school, which include use of the Danielson Framework for Teaching and the Internationals Approach:

- Curriculum Nights – parents have the opportunity to see student projects and learn more about the work their children are engaged in
- Student Shadowing Days – parents follow their students for an entire school day
- Open School Nights – parents conference with teachers about their children's academic performance
- Parent Trainings – parents learn how to use Jump Rope and ARIS in order to monitor their children's progress from home or work

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: CFN Fee Scheduling

Service and program coordination

Staffing and Funding:

- Principal salary (FSF Tax Levy funding)
- Language and Learning Coordinator salary (FSF Tax Levy funding and RTTT new school grant)
- Internationals Network for Public Schools coach salary for one day/week (RTTT new school grant)
- CFN coach salary for one day/week (CFN Fee Scheduling)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013 core content teachers will align all units and final projects/assessments with the common core standards, meeting the city-wide instructional expectations.

Comprehensive needs assessment

Needs based on city-wide instructional expectations set by the NYCDOE.

Instructional strategies/activities

In order to meet the city-wide instructional expectations for all students, by June 2012 teachers of the 5 core subjects (Math, Science, ELA, Social Studies, and CTE--Media & Communications) will have developed and implemented between 4 and 6 common-core aligned units ending in a performance task, documented using our ATLAS curriculum planning tool. Steps towards implementing this goal include:

- Principal sets expectation that teachers of the same discipline/content area plan common outcomes (objectives) and common final assessments (projects, tasks, & exams) rated using common rubrics for each of their units (September PD).
- Principal provides access to Atlas, along with expectation that teachers use the tool to complete their unit plans, including recording the common core alignment of units & assessments.
- Principal, Language & Learning Coordinator, and CFN/INPS coaches will support teachers to develop and implement quality common core units by:
 - Participating in professional development activities with various support organizations such as the CFN, INPS, & NYS Consortium (representative teachers attending periodically & turn-keying back to CIHS).
 - Familiarizing teachers with city-prioritized common core standards, and guiding them in selecting which standards to focus on (ongoing, through PD or discipline or 1-on-1 meetings).
 - Providing feedback & resources in unit & assessment planning and development of outcomes rubrics (ongoing, through PD or discipline or 1-on-1 meetings).
 - Teachers on discipline/content area teams will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit. Student learning will be assessed with a rigorous performance task as indicated by common rubrics developed by teachers based on outcomes using such references as Bloom's Taxonomy & Webb's Depth of Knowledge.

Strategies to increase parental involvement

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- Parent Trainings – parents learn how to use Jump Rope and ARIS in order to monitor their children's progress from home or work

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: CFN Fee Scheduling

Service and program coordination

Staffing and Funding:

- Professional development fees (DYO Assessment Tax Levy and Title I SWP)
- Principal salary (FSF Tax Levy funding)
- Language and Learning Coordinator salary (FSF Tax Levy funding and RTTT new school grant)
- Internationals Network for Public Schools coach salary for one day/week (RTTT new school grant)
- CFN coach salary for one day/week (CFN Fee Scheduling)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To build on structures and procedures from Year One that will allow CIHS to receive program approval in the CTE program of Media & Communications by the end of the 2013-2014 school year (in two years).

Comprehensive needs assessment

CIHS was founded as the first International High School to offer a CTE program for ELLs. In order for students to graduate with a CTE diploma, our program must be officially certified by the State of New York.

Instructional strategies/activities

By June 2012, CIHS achieve at least 80% of the benchmarks laid out for 2012-2013 in CIHS CTE Program Letter of Intent to NYS outlining yearly action steps toward CTE program approval. These include:

- Hire a CTE coordinator (by 9/2012)
- Hire additional certified CTE teacher (by 9/2012)
- Build 2nd CTE lab (by 9/2012)
- Finalize certification of work-based-learning coordinator (by 6/2013)
- Minimum of 2 visits to post-secondary and/or industry partner sites by all students (by 6/2013)
- Minimum of 2 partner guest speakers to CIHS students (by 6/2013)
- Opportunities for after-school and summer internships for select 10th graders (by 6/2013)
- Review CTE outcomes data on student progress, outcomes, enrollment at both the school and the self-study team level to gauge progress of the program and troubleshoot potential challenges (in 1/2013 and 6/2013)
- Assign program & students to CIP codes within STARS by 10/2012, and reviewed/cleaned up in 6/2013)
- Obtain letters of support from at least 3 industry and 1 post-secondary partners (by 6/2013)
- Finalize updated draft of program sequence, along with input of new partners (by 6/2013)
- Each CTE teacher attends at least one CTE-focused PD (by 6/2013)
- At least 1 other content area teacher per team attends at least 1 CTE-focused PD or event (by 6/2013)

Strategies to increase parental involvement

CIHS has several opportunities throughout the school year for parents of all ELL students to better understand the pedagogical philosophy and practices of the school, which include use of the Danielson Framework for Teaching and the Internationals Approach:

- Curriculum Nights – parents have the opportunity to see student projects and learn more about the work their children are engaged in
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- Parent Trainings – parents learn how to use Jump Rope and ARIS in order to monitor their children's progress from home or work

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: VTEA

Service and program coordination**Staffing & Funding:**

- Principal & CTE teachers (FSF Tax Levy and Title I)
- CTE Coordinator (funded through RTTT grant for new schools through our CBO, Internationals Network for Public Schools)
- CTE computer lab (Capital RESO A grant funds)
- Work based learning training (Title I)
- CTE professional development fees (VTEA)
- CTE equipment (VTEA & FSF Tax Levy)
- CTE school-based study team professional development (FSF Tax Levy)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013 improve school culture by developing a shared understanding of restorative justice practices to prevent disciplinary problems and develop a positive classroom & school community conducive to academic achievement.

Comprehensive needs assessment

This goal is based on the idea of preventing discipline issues before they occur so that the entire school environment is more conducive to student learning and achievement.

Instructional strategies/activities

By June 2013, the Principal and AP/Restorative Justice Coordinator will conduct 4 informal observations of teacher using CIHS Restorative Practices Rubric. Steps to reaching this goal include:

- Staff & students establish school-wide core values as a basis for discussing violations to the community (Aug PD)
- Assistant Principal/Restorative Justice Coordinator & Principal conduct Professional Development with staff on Restorative Approaches to Discipline and Collaborative Problem Solving/Plan B (4 PD sessions – Oct, Nov, Dec, April)
- School-wide use of Circles, including:
 - Principal and Restorative Justice Coordinator modeling the use of circles during PD & staff meetings (ongoing)
 - Advisors using circles as the format for discussion in advisory (ongoing)
- School-wide use of mediation & fairness committees whenever possible to address behaviors violating core values (ongoing)
- Assistant Principal/Restorative Justice Coordinator & Principal further support staff in this work through:
 - Providing sample circle prompts for use by staff with students (ongoing, available on website)
 - Providing staff with restorative responses/solutions to student behaviors that violate core values (ongoing)
 - Introduction of the “CIHS Restorative Practice Rubric,” to new staff. New & returning staff self-assess & set goals based on this rubric. (ongoing)
 - Scheduling & conducting informal observation/feedback around staff use of restorative practices in their interactions with student, using the CIHS Restorative Practice Rubric (ongoing Oct-May)

Strategies to increase parental involvement

CIHS has several opportunities throughout the school year for parents of all ELL students to better understand the pedagogical philosophy and practices of the school, which include use of the Danielson Framework for Teaching and the Internationals Approach:

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Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Staffing & Funding:

- Principal salary (FSF Tax Levy)
- Assistant Principal/Restorative Justice Coordinator salary (FSF Tax Levy and RTTT new school grant)
- Professional development per session (FSF Tax Levy)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects After-school tutoring for our most recent immigrant ELL students based on need (students scheduled targeting low outcomes mastery percentages/promotion in doubt). All students receive basic and academic literacy instruction during a class period four times weekly.	Students' language is developed in all content area classes and via after-school programs which emphasize cooperative learning and verbal interactions with peers in small groups. All students have a literacy class four times weekly that is small in class size.	More individualized attention during class periods and in tutoring after school. Literacy class takes place four times weekly during school day.
Mathematics	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. After-school tutoring for our most recent immigrant ELL students. (students scheduled targeting low outcomes mastery percentages/promotion in doubt). All 10 th graders scheduled in after-school or Saturday PID	Students' language is developed in all content area classes and via after-school programs which emphasize cooperative learning and verbal interactions with peers in small groups.	More individualized attention during class periods and in tutoring after school.
Science	All students receive extra academic assistance through increased individualized	Students' language is developed in all content area classes and via after-school programs which emphasize	More individualized attention during class periods and in tutoring after school.

	attention as a result of small class sizes in all core subjects. After-school tutoring for our most recent immigrant ELL students (students scheduled targeting low outcomes mastery percentages/promotion in doubt).	cooperative learning and verbal interactions with peers in small groups. .	
Social Studies	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. After-school tutoring for our most recent immigrant ELL students. (students scheduled targeting low outcomes mastery percentages/promotion in doubt). All 10 th graders scheduled in after-school or Saturday PID	Students' language is developed in all content area classes and via after-school programs which emphasize cooperative learning and verbal interactions with peers in small groups. .	More individualized attention during class periods and in tutoring after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small group, one-on-one	Before and after school, lunch

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

CIHS recruits highly qualified teaching candidates through both the NYCDOE Open Market system and via the Internationals Network of Public Schools, a non-profit organization that oversees and coordinates activities amongst the NYCDOE's 15 International High Schools. Through our membership in this network, we have access to resumes of the school system's most highly qualified pedagogues with vast experience working with ELLs, who solely comprise all of the International High Schools' student populations. Our network also has its own in-house student apprentice program, I-START, in which the certification program curriculum (developed in conjunction with Long Island University) and student teaching practicum are aligned with the pedagogical philosophy of the Internationals Network for Public Schools, called the Internationals Approach. All I-START teachers-in-training work side-by-side with a mentor teacher in an International High School throughout their apprenticeship year. By the end of the year, they are deemed eligible by the NYCDOE to work as full-time teachers within the public school system. Many of these new teachers find positions within on the city's 15 International High Schools. Through this innovative program, the International High Schools "train their own" new teachers. Two of CIHS' newest teachers are both participants in the I-START program.

CIHS offers its pedagogues many opportunities for teacher leadership and high quality professional development. Because CIHS is a new school where collaborative practices are highly valued, teachers have great decision-making power in establishing, maintaining and altering school-wide policies. Teachers also learn facilitation skills through leading their weekly interdisciplinary teaching team, which occurs on a rotating basis.

Professional growth of all pedagogues is fostered on two levels: weekly professional development sessions (whole faculty) and interdisciplinary teaching team meetings, which occur twice weekly. The weekly professional development sessions allow faculty the opportunity to collaboratively: establish whole school policies, share best instructional practices, discuss progress towards school-wide instructional goals, develop and refine the restorative justice program, and discuss advisory class issues. During interdisciplinary teaching team meetings, faculty meet with the school guidance counselor in order to discuss case management of their shared student population (Mondays) as well as to engage in interdisciplinary project planning and analysis of student work (Wednesdays). Because each interdisciplinary teaching team contains at least one ESL-certified teacher, all faculty members, regardless of subject area certification, learn about ESL strategies to further enhance instruction across disciplines. All teachers also receive specialized training in ESL strategies and working with ELLs through network-wide professional development with the Internationals Network for Public Schools (INPS). INPS provides workshops during the summer, on Election Day, and at various times throughout the school year via after-school seminars and teacher intervisitations (peer observations at various IHSs). Opportunities are also available for teachers to attend professional development workshops and institutes through QTEL (specifically for teachers of ELLs) and the NY Performance Standards Consortium, of which CIHS is a member.



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PARENT INVOLVEMENT POLICY (PIP)

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners (100% of parents/guardians) and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

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



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SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CorrinRello-Anselmi/Cyndi Kerr	District 10	Borough Bronx	School Number 524
School Name Crotona International High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Jesseca R. Long	Assistant Principal None
Coach None	Coach None
ESL Teacher Ariel Nadelstern	Guidance Counselor Dalisa Gomez
Teacher/Subject Area Yakira Tejada / ELA	Parent Bienbenida Almanzar
Teacher/Subject Area Israel Soto / Social Studies	Parent Coordinator N/A-GC & CA are family liasons
Related Service Provider N/A	Other Abraham Keita -- Comm. Asstnt
Network Leader N/A	Other N/A

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	4
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	86	Total Number of ELLs	86	ELLs as share of total student population (%)	97.67%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

. All students admitted to Crotona International High School who are from a junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, meet for an informal intake interview that usually lasts about 1 hour. Conducting this interview are pairs with one licensed pedagogue (this year, either L. Maris--SS, J. Long--Principal, w/ESL certification, A. Nadelstern--ESL), and our bilingual-Spanish guidance counselor (Dalisa Gomez). The informal intake interview begins with the licensed pedagogue doing the HLIS with families (in their native language whenever possible, with the bilingual guidance counselor translating as needed). The pedagogue then reviews the 3 ELL program choices, offer families to watch the ELL program choices video in their native language, and fill out the Program Selection form with them. Interviewees then walk families through filling out biographical & health info (such as the lunch form & the blue card, and providing immunization clinic & physician information from the area), and reviewing school info (dress code, school year calendar, student daily/weekly schedule, requirements for graduation in NY). Finally, the guidance counselor conducts a social-emotional interview where we try to gain more detailed info about students' & families' previous experiences (with school, with housing, with mental health services, with law enforcement, with college & career). In order to assess that the parents clearly understand the questions during the ELL Identification process and are afforded the opportunity to ask questions and express their concerns when necessary, an interpreter is used either in-house or through the DOE Translations Unit. Translations services are made available during the entire ELL Identification process. When required, the students are administered the Language Assessment Battery-Revised (LAB-R) within ten days of admission. When families are able to stay, the LAB-R is conducted just following the intake interview. During the first 6 weeks of school, the LAB-R is also administered 1x/week to students needing testing. As our intake is ongoing throughout September and into October, this system allows us to make sure no student is in school more than 5 days without taking the Lab-R. After the 1x/week LAB-R testing period, the LAB-R is administered to incoming students their first morning of school before the student begins classes for the day.

The pedagogues responsible for conducting the initial screening instruments and administering the HLIS and LAB R (if necessary) are Ariel Nadelstern, licensed ESL teacher. and Liana Maris, licensed Social Studies teacher. Dalisa Gomez, licensed Spanish bilingual Guidance Counselor assist and Abraham Keita, Community Assistant & native speaker of French & Mandingo, assist with translations as needed.

All ELLs, as identified in ATS, will take the NYSESLAT during the spring testing period as required by NYS regulations. In the fall, our secretary, Iliana Vasco, runs the NYSESLAT eligibility report, and our ELL Coordinator (A. Nadelstern -- ESL) orders sufficient exams for our ELLs. As almost 100% of our students are ELLs, the listening, reading, and writing exams will be scheduled school wide during the school day once the exams are received (with alternate activities for our 2 non-eligible students). During our small-group intervention period (during the day), teacher (A Nadelstern, L Maris, I Soto, G Robbins, Y Tejada, R Hortelano) will meet with students one-on-one to administer the speaking exam. Through the coordination of our A. Nadelstern--ESL, every effort will be made to provide make-up testing sessions to those who are absent for the scheduled NYSESLAT.

2. As a new school accepting 100% of our students over the counter (and none through the HS selection process), all of our students

were referred by the enrollment office beginning in early August, and continuing through October. For parents of referred, new enrollees (who come directly to the school from the enrollment office, typically within 2hrs-2days of receiving the referral), Guidance Counselor Dalisa Gomez and Principal Jesseca Long (ESL), or teachers Ariel Nadelstern (ESL) or Liana Maris explain the three program options available to all NYC students during the one-hour one-on-one intake with each family (see #1 for more detailed description of intake interview). At this time parents are afforded the opportunity to view the DOE ELL Program video and to ask questions about each of the options. If they prefer an ESL program, we place the student in our school. If they choose otherwise, we make a note of their preference to be able to identify any trend indicating a need to adjust the school's program options. Not having had enough families request a program other than frestanding ESL, we also put any interested families in contact with schools that have dual language or bilingual programs, with the help of the enrollment office. A list of parents requesting programs not currently available is maintained in the Program Selection file folder (see #3). Outreach to inform parents who have previously chosen a TBE/DL program that the program has become available will happen as necessary through letters home to families & phone calls home.

We also will hold a Curriculum Night for parents/guardians to experience our ESL methodology firsthand and to review their program selection.

3. After the intake interview, as Program Selection forms are submitted, copies are made. The original is filed in students' permanent record folders. The copy is kept in a separate file folder in the main office. A check-list of all students is also kept in the file folder, and students are checked off as the Program Selection forms are returned. The same process is true of HLIS forms. Folders are set up and the list of students is maintained by the guidance counselor; responsible for copying/filing these forms is the lisencced pedgagogue completing the interview (A. Nadelstern, L. Maris, J. Long). Based on ATS reports, the Entitlement, Continued Entitlement, Non Entitlement, and Non Entitlement/Transition letters are prepared for each student. The original is mailed home along with the Placement Letter, which honors parent choice. One copy is stored in the year's ELL entitlement letter files, and one copy is stored in each students' file.

4. Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents request an ESL instructional program; consequently, all of our ELLs are in an ESL instructional program.

Students are placed in our ESL program based upon selections made on the Parent Selection Form on the very day that they register. Our ESL program and the schedule are explained to students and their families in the native language when necessary; we also use the NYCDOE Translation and Interpretation Unit if we do not have a staff member able to communicate with families in the native language. If parents are interested in a program change, they are able to meet with the principal to discuss such issues, also with the help of interpreters.

5. Due to the fact that our school is in its first year of existence, we are not yet able to identify a trend. However, we are a member of the Internationals Network for Public Schools, and our partner International High Schools report the general trend that parents request Free-Standing ESL. For this year, we are maintaining a list of the program preferences of all families (in our Program Selection Folder), and we will continue to gather & to track this information on googledocs each year, for review in each spring as we are beginning to plan programming for the fall.

6. Again, due to our status as a brand new school we do not have long-term data on parent requests. Therefore, in the short term, we align our model with parent preferences reported by other International High Schools in New York City. As we develop, we will continue to review parent program requests and respond as necessary

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K 1 2 3 4 5

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										86				86
Push-In														0
Total	0	0	0	0	0	0	0	0	0	86	0	0	0	86

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	86	Special Education	1
SIFE	4	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	86	4	1							86
Total	86	4	1	0	0	0	0	0	0	86

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										70				70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										4				4
Haitian														0
French										8				8
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										4				4
TOTAL	0	86	0	0	0	86								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. Instruction at our school is delivered collaboratively by a team of 6 teachers and 1 guidance counselor who work to plan instruction for a group of approximately eighty-six (86) 9th grade students. As our school develops, we plan to continue the instructional team model, though the precise composition of teachers, additional faculty/staff and students per team is in development.

1b. Our school uses all of these program models. Each heterogeneous group of students (mixed by proficiency levels) is block programmed and those students travel together throughout the day. Within their blocks, 9th and 10th grade students will be mixed beginning next year; we currently only have a 9th grade class. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' needs for a specific project.

2. All students are carefully programmed to be certain they have the mandated number of minutes of ESL through the Internationals' model of language development through content. Our ESL teacher pushes into each of the different content areas to support our ELL students. All ELLs classified as beginners receive a minimum of 540 minutes of ESL per week (eg: 300 minutes in ESL through Social Studies, 300 min in ESL through ELA, 180 minutes in Language & Literacy intervention class). Those students classified as intermediates and advanced receive the same, which is more than the minimum 360 minutes of ESL per week.

3. All classes use ESL methodology and all students take math, science, social studies, media & communications (CTE), physical education, art, and ESL every year. Although the language that teachers use for addressing the whole class is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs.

Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge. The curriculum and the supporting materials are designed by the teachers to meet student needs. As a new school we are focused on supporting our teachers in designing language-rich project-based instruction. Teachers are supported in selecting and using leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, service learning, scaffolding and differentiation. The ESL teacher works with all content area teachers to incorporate ELS methodologies in all content classes.

4. In order to assess students' literacy in English & their native language, each student in our incoming class participated in a 30-min language/literacy assessment, consisting of a one-on-one running record QRI assessment of their decoding, fluency, and comprehension. The results of these assessments are used to place students in a Language & Literacy Intervention period, and are shared with teachers to guide them in 1) their selection of language & reading-level appropriate materials for classroom use and 2) their selection of instructional strategies appropriate for students with levels ranging from no oral/written English and strong language & literacy skills in their native language, to students with intermediate oral English and minimal to no literacy skills in any language.

A. Programming and Scheduling Information

5a. As our school is new this year, our SIFE program is in development. We are implementing SIFE strategies in content classes when appropriate to differentiate instruction in such a way as to meet SIFE student needs. We are providing small group support to previously identified SIFE students through Language & Literacy Intervention class, and are working to identify newly enrolled SIFE students as well.

b. 100% of our ELLs are Newcomers this year. Consequently, this year's entire program is designed to serve the needs of Newcomers. Newcomer ELLs are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Newcomers also participate in Language & Literacy Intervention, a homogeneous grouped course that focuses on targeted language & literacy skill development.

c. None of our ELLs have been in the country longer than three years. When we have ELLs who have been in the country from four to six years, they will be placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding and differentiation. In addition, the ELLs will participate in after-school tutoring sessions designed to accelerate their language and literacy skills with a particular focus on academic language in all content areas.

d. We do not currently have long-term ELLs on our register. When we have long-term ELLs, they will be placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw reading, collaborative group work, oral presentations, project-based assessments, scaffolding and differentiation. In addition, long-term ELLs will participate in after-school tutoring sessions designed to accelerate their learning of English. In the after-school math class, students will be supported in developing skills in which they are weak and further developing the skills in which they are strong. The after-school English class will focus on developing literary and academic language in order to support students' language development.

6. We currently have one ELL student with an IEP, whose described special needs and mandated services are language/literacy - related. These needs are addressed in classes through the instructional strategies/materials described above, such as layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, and scaffolding & differentiation. During weekly "guidance" meetings to address individual student's social-emotional and academic progress, teachers share best practices that are working to reach this student and address his needs. The curriculum and materials used in his classes are designed by the teachers and are differentiated and scaffolded to meet the needs of all students. The guidance counselor monitors the program of our ELL-SWD to ensure that he is receiving all mandated services. The ESL teacher pushes in regularly to the classes our sole ELL with an IEP is in to support him.

7. One of the main reasons that our student with an IEP enrolled in our school was because his family was seeking to place him in a least restrictive environment, which is very much in keeping with our school's founding principle of heterogeneity. In order to provide this student with the services mandated by his IEP, this student meets for counseling during lunch, and meets with a SETTS teacher during 3 elective and/or after school periods during the week. This schedule was individually designed in collaboration with the student and his mother, responding to her desire that her son continue in the general heterogeneous classes of his peers for all core content classes. For future students with IEPs we plan to build similar individualized scheduling according to the student's needs and the family's wishes.

Courses Taught in Languages Other than English ⓘ

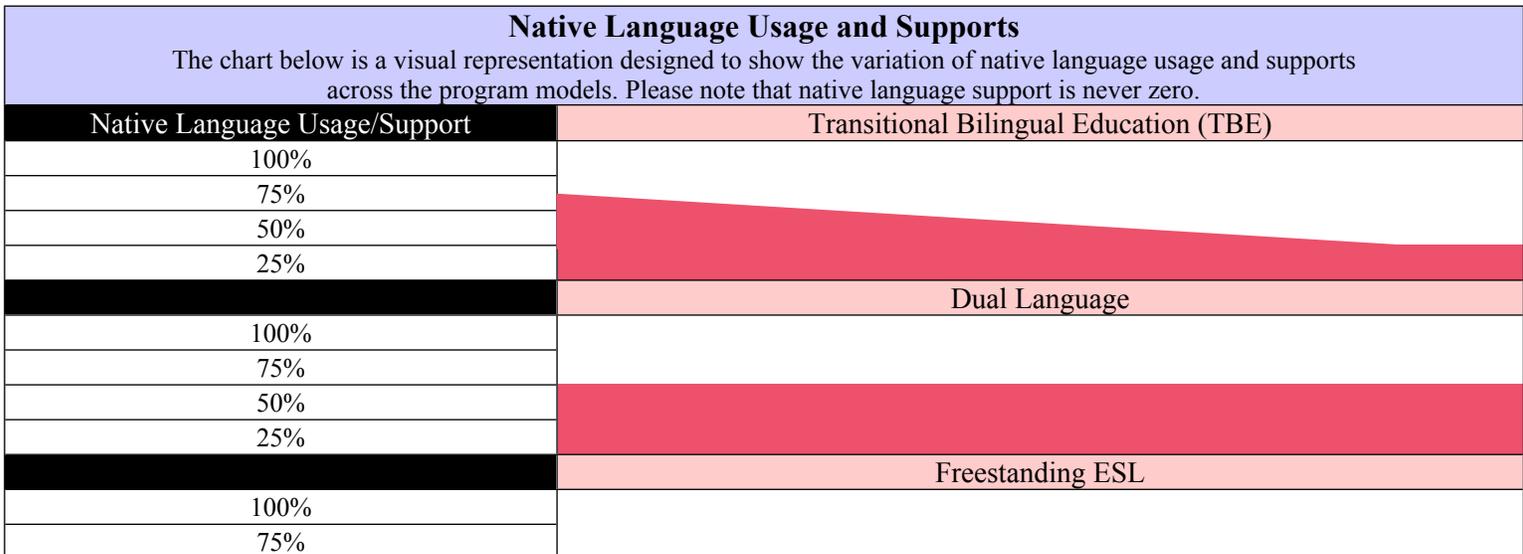
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. As a first-year small school, we will be developing additional targeted interventions in all subject areas each year for the next several years. All of our targeted intervention programs are given in English. Because our school is so small - we have 86 students this year - each student's needs are addressed individually; each student is a subgroup and targeted intervention is offered to students based on their individual needs. The data we use include LAB-R/NYSESLAT scores, student grades, and student progress as reported by teachers during weekly guidance meetings which consider the needs of various students.

Currently we offer the following additional supports. All of our students are in need of additional targeted interventions as our students - all of whom are quite new to English - must acquire academic English and content area in order to be able to graduate within four years. Thus, this year, our targeted intervention focuses primarily on literature and language acquisition. We offer:

- a. Targeted intervention in language/literacy development include four 45min periods/week in small groups for all students.
- b. Targeted intervention programs in ELA include small group tutoring after school.
- c. Targeted intervention programs in Math include after-school small group tutoring and computer programming club.
- d. Targeted intervention in science and social studies includes individual tutoring appointments after school as needed.

Although all instruction is in English before, during, and after school, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs.

9. We do not yet have students who have reached proficiency on the NYSESLAT are no longer considered ELLs. When we do, they are still in need of language development. Our instructional model, the Internationals Approach, insures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Former ELLs will also receive the appropriate testing accommodations, including extended time, use of bilingual dictionaries, and translated versions of the test in their native language (where available).

10. Though of course our entire program is new this year, we want to develop our vision for Service Learning, for CTE-program-related clubs, and for targeted intervention in Saturday school. Through Service Learning Club, students will develop, implement and reflect on numerous Service Learning projects connecting the classroom to the real world. Through clubs connected to our CTE focus in media & communications, students will continue to develop language & literacy through realia and technology media, and through exploration into possible future careers. As our staff & capacity grow, additional Saturday school opportunities for targeted intervention around core content area outcomes will provide additional support to student on their path to graduation. In the longer term, we want to continue to improve upon our during-the-day language/literacy interventions and to eventually incorporate similar numeracy interventions for all students

11. Having not existed last year, we have cut no programs/services this year.

12a. 100% of our students are ELLs. Therefore, all Crotona International HS programs are available to all ELLs. Students are notified of school programs through their advisory classes. Parents receive information through notices sent home with their students and through

phone calls made by the advisors as well as during parent meetings.

12b. In addition to the support and intervention services listed in the answer to question five of this section, we offer a creative writers club, student council, & soccer team. All activities are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing. After-school activities are paid for with Title I funds. Furthermore, our students are welcomed into Grace Dodge High School campus after-school activities including basketball, baseball, volleyball and so on. They receive information about these programs through their advisors and their parents are notified through flyers, parent meetings, and calls to their homes. The Grace Dodge sports programs are free of charge to our school.

13. All of our ELL students have access to the same materials in English. Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Teachers use textbooks, trade books, the Internet, and periodicals to develop projects and support student learning.

-In addition, we are developing classroom libraries that include both fiction and non-fiction books in both English and our students' native languages (including Spanish, French, and Arabic.)

-Technology: iMac desktop lab & macbook pro cart, 4 digital cameras, 2 video cameras, 6 flipcams

-Internationals Network for Public Schools New Teacher Toolkits

14. All our students participate in our ESL program. Materials are designed by our teachers for all content areas. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages. Our school possesses libraries with fiction and non-fiction reading materials in these Spanish, French, and Arabic. We plan to continue expanding our NL classroom libraries.

15. All of our students are ELLs and all of them are in 9th grade. They range in age from thirteen to seventeen years old.

We use an array of resources in our school including teacher-made materials, trade books at different reading levels, and a variety of non-text hands-on materials. We will continue to expand and develop our resources as we grow over the next few years. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

16. As a new school, we did not offer a pre-school orientation. We plan to do so from 2012 forward. However, we did conduct an orientation month at the beginning of school with daily activities introducing students to the school mission & core values, including the Internationals Approach through language-rich collaborative activities.

17. As a new school, we do not currently offer language electives. We are investigating the efficacy of using Rosetta Stone to develop students' native languages and introduce them to foreign languages.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. All faculty and staff work with ELL students. This includes all content area teachers, our ESL teacher, the Dean, the guidance counselor, and our secretary. As a new school, we do not have an assistant principal, a special education teacher, an occupation/physical therapist, a speech therapist, or a parent coordinator.

Our teachers meet weekly to:

- o Analyze student work & classroom observations in order to improve instruction/design interventions
- o Analyze student assessments (project-based learning)
- o Discuss social-emotional progress of students
- o Create and refine discipline specific outcomes
- o Critique teacher-generated curricula

Each teacher also meets weekly with our ESL teacher and/or our principal to develop outcomes & curriculum and improve upon instructional strategies. The ESL teacher, Dean, and Principal push in to classes regularly to demonstrate effective practices.

At three different points in the school year, our entire staff meets with their peers from our sister International High Schools in the Internationals Network for Public Schools PD, and attends workshops designed specifically for educators of recent immigrant ELL students. Topics include scaffolding instruction for all content areas, differentiation of instruction for all content areas, ESL methodologies for all content areas, SIFE students in content areas, meeting the affective needs of immigrant children in all content areas, and language development in all content areas.

Our teachers will also participate in International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs in order to learn from their best practices.

As a developing school, we would like all faculty to attend external conferences to keep abreast of new trends in ESL and their content areas.

2. As 95% of our students are new arrivals from their home countries and all are ELLs, our transition support focuses not simply on a transition from middle school, but on a transition from home country to the US. The principal and the guidance counselor have provided general information to all staff on supporting that transition and they have also provided specific, targeted support to individual teachers working with individual students. In particular, staff and the principal and guidance counselor have considered common issues such as, among others, homesickness, holiday stress, and frustration caused by cultural misunderstandings and have developed possible response and supports for students. The guidance counselor is experienced at working with ELLs both in middle school and high school and has a wide range of strategies for dealing with transition problems.

3. All professional development at our school is focused on ELL training because all of our students are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty according to the mandates of Jose P. All teachers participate in weekly one-hour professional development sessions in the school all of which are focused on working with ELLs. Typical PD topics are differentiating, scaffolding, intergrating content and language, supporting heterogeneity in the classroom, effective group work, creating experiential activities, integrating literacy activities into content classes, and supporting ELLs affective development. In addition, all teachers participate in two full days of professional development provided by Internationals Network for Public Schools. This totals approximately fifty hours per year of professional development, all of it focused on working with ELLs. In addition, teachers may choose to participate in Internationals Network intervisitations as well as outside PD activities.

We keep attendance lists for all weekly and Internationals PD sessions. The attendance lists are filed in the general office.

E. Parental Involvement

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

We have held two family-focused events thus far, Curriculum Night and the first Parent Association meeting. As a new school, our plan for parent involvement is to grow our recently founded Parent Association as well as to include parents in school activities such as trips and celebrations. Materials about the meetings were sent home in the students' native languages and staff members who speak French and Spanish - our dominant languages - were available during the events. As we grow, we will continue to use the DOE translation services including the phone translation services.

2. As a new school (we opened in September 2011), we do not currently have a CBO partnership. CIHS is currently conducting outreach to CBOs to explore parent support services. As we develop those services we will use the DOE translation services to inform our families. One of our criteria for working with a CBO is their willingness to work with immigrant families and their willingness to be flexible about the language in which services are delivered.

3. As a new school which opened in September 2011, we currently evaluate parent needs simply by listening to parents when they come to register their children and from followup phone calls. As it develops, the Parent Association will be a source of information, as will Parent Surveys gathered as part of our School Report Card and feedback received at Open School conferences. We do not yet have a parent coordinator as we have only 86 students. We send materials home in English, Spanish, and French (our primary languages), we have multiple staff members who speak Spanish and French, and we utilize the telephone translation service when necessary.

4. Curriculum Night introduced sample classroom activities to families, so that parents could experience instruction as their children do. We also invited a variety of community organizations to our first Curriculum Night, in order to connect families to resources in adult education, job placement, housing, immigration, & health services. The Parent Association should eventually be parent-driven and thus address their needs. As our school matures and we gather more information about parent needs, we can modify and add to our family programs to better address their needs. Some of our parents speak English in addition to their native language and can translate for others. We have staff members who can speak Spanish and French (our primary native languages) and we use the translation services of the DOE whenever possible.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										42				42
Intermediate(I)										33				33
Advanced (A)										3				3
Total	0	0	0	0	0	0	0	0	0	78	0	0	0	78

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										9			
	I										4			
	A										1			
	P										1			
READING/ WRITING	B										10			
	I										5			
	A										0			
	P										0			

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	2	1			3
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	3		7		1				11
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	3		1						4
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. As students enter the school, we conduct one-on-one QRI assessments in English and/or native language to determine individual language and literacy levels & to diagnose student difficulties in decoding, fluency, and/or comprehension. From there, we place students in the appropriate language/literacy intervention class. Beginning this May, and with every initial enrollment starting in 2012, students will be assessed using a combination of Ed Performance online test & QRI, and every September they will be given a periodic writing assessment, to place new students & to gauge the progress of current students. We also conduct baseline writing assessments with all students. From there, we place students in the appropriate language/literacy intervention class.

2. We are awaiting LAB-R data for newly arrived students, who comprise about half of our student population at this point. We did not keep records of our LAB-R data at the beginning of the year. We now have a system in place for hand-scoring the tests and recording the data.

3. Analysis of the data from these tests will affect instruction in that we will explore ways to most effectively incorporate language development in all content area curricula, which means increased professional development for all teachers in ways of doing so. The initial analysis will be done by the ESL and ELA teachers. All teachers will be involved in developing strategies and adapting materials to meet the needs of our students as revealed by this analysis.

4. As a new school, we do not yet have data to answer this question. To date, students have not taken comparable tests in English and their native language.

5. Not applicable

6. We will evaluate the success of our programs for ELLs by the analysis of a wide array of data sources, including:

- Graduation rate
- Course pass rate
- Regents pass rate
- Attendance rates
- Reading & writing level progress
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results
- Periodic assessment
- NYSESLAT scores.

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

Crotona International High School is a member of the Internationals Network for Public Schools, a network of schools designed specifically for recently immigrated ELLs. We opened in September 2011 and currently have 86 students. Internationals Network is nationally known for its research-based, highly effective work with ELLs.

Part VI: LAP Assurances

School Name: <u>Crotona International HS</u>		School DBN: <u>10x524</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jessica R. Long	Principal		11/28/11
none	Assistant Principal		1/1/01
none	Parent Coordinator		1/1/01
Ariel Nadelstern	ESL Teacher		11/28/11
Bienbenida Almanzar	Parent		1/1/01
Israel Soto	Teacher/Subject Area		11/28/11
Yakira Tejada	Teacher/Subject Area		11/28/11
n/a	Coach		1/1/01

School Name: Crotona International HS

School DBN: 10x524

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
n/a	Coach		1/1/01
Dalisa Gomez	Guidance Counselor		11/28/11
Cyndi Kerr	Network Leader		11/28/11
Abraham Keita	Other <u>Comm. Assisstant</u>		11/28/11
n/a	Other		1/1/01
n/a	Other		1/1/01
n/a	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10x524 **School Name:** Crotona International High School

Cluster: 1 **Network:** 106

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

Part A: Needs Assessment Findings

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

--Home language survey conducted one-on-one with all families during a one-hour intake process that includes opportunity for families to provide preferred language for oral & written communication. At this time, the families' home language(s) and language of preference for both written & oral communication is recorded and transferred to a googledoc with key biographical information. It is also noted in each student's file. Written translations are done in-house by school staff who are native speakers of or fluent in the language. Translations are provided in a timely manner--not a written document goes out without the accompanying translation. Oral interpretation is also provided at all parent meetings, and as needed over the phone, either by in-house staff or by calling the translation hotline.

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.

Out of our student body of 88 students, 3 families are native speakers of English, 4 of Arabic, 8 of French, and the remainder are Spanish. This information is part of our CIHS Student Info document on googledocs, which all staff members have access to & use regularly to find a variety of information. It is also noted in each student's file. Written translations are done in-house by school staff who are native speakers of or fluent in the language. Translations are provided in a timely manner--not a written document goes out without the accompanying translation. Oral interpretation is also provided at all parent meetings, and as needed over the phone, either by in-house staff or by calling the translation hotline.

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.

As we are an International school exclusively for recently arrived immigrants whose native language is not English, and as it is an integral part of our mission to support families in becoming active members of our school community, it is our standard practice to provide all written materials to families in a language that they will understand. All written correspondence with families is provided either 1) in the families' preferred language or 2) in both English & the families' preferred language. Written translations are done in-house by school staff who are native speakers of the language. Written correspondence is provided in a timely manner as not a mailing goes out without the accompanying translation.

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.

As with written translation, oral interpretation for families is a matter of standard practice. During family meetings, conferences, events, and phone conversations, translation is provided by in-house school staff, by Internationals student alumni volunteers, and on occasion by Cluster/Network provided interpretation resources. We also have access to the interpretation hotline, although in our 4 months -- with all of our in-house staff capable of translating-- we have not had occasion to use it yet.

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>.

- A. Parents are provided with a copy of the Bill of Parent Rights & Responsibilities in their preferred language.
- B. Signs are posted in our families' preferred languages, including signs indicating that interpretation services are available, signs of welcome, and signs indicating restroom locations.
- C. As 80% of our staff, including all administrative support staff, speak at least one of the languages of our students' families, parents have no problem reaching the school's administrative offices solely due to language barriers.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Crotona International High Sch	DBN: 10x524
Cluster Leader: Douglas Knecht	Network Leader: Cyndi Kerr
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 140
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 11
of certified ESL/Bilingual teachers: 3
of content area teachers: 8

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Like all members of the Internationals Network for Public Schools, Crotona International High School exclusively serves recent immigrant English Language Learners who have been in the United States for four years or less. Because our students are held to the same standards as their native-born peers, we have developed extensive supports for our students in English language literacy to supplement the content-based ESL model currently implemented during each school day. These include:

- Native Language Support in French: 15 of our French speaking students from West Africa participate in the French Heritage Language Program we run in conjunction with FACE and the French Embassy in NYC; through this after-school program, students build and/or strengthen their literacy in French in order to then transfer those acquired skills to their English language and literacy development. This class, focusing on French literature by authors born outside of France, is taught in French by licensed a French teacher working for the French Embassy in NYC. It meets on Tuesdays from 3:30pm-5:00pm, October through May.

- ESL Through Drama: In conjunction with the non-profit organization Opening Act, we run an ESL through Drama course in which 15 of our students gain practice and confidence in speaking English aloud in front of their peers. The use of drama techniques and exercises enhances students' confidence in speaking English, thus making them likelier to participate in classroom discussions in English throughout the schoolday. This program is taught in English by an ELA-certified teacher in conjunction with an ESL-certified instructor. Opening Act provides drama techniques and exercises. It meets on Thursdays 3:30pm-5:30pm, October through December and then February through May.

- Language and Literacy Program: Our full-time, ESL-licensed, ELL Teaching and Learning Coordinator plans and co-teaches with several different non ESL-certified instructors (CTE-, math-, social studies-, and ELA-certified) in order to provide small group English literacy support to ELL students after school several days a week (Monday through Thursday, 3:30pm-4:30pm, 10 students each afternoon) January through May. Materials included leveled reading passages selected by ELL Teaching and Learning Coordinator from a variety of sources.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Because we only serve recent immigrant English Language Learners, all of our faculty, regardless of their content area licenses, receive high quality professional development in strategies for increasing the English literacy and academic achievement of our students. This professional development takes several forms:

- In-house Professional Development: We meet as a whole faculty every Friday 2:00pm-3:30pm in order to engage in professional development exploring various aspects of the Internationals Approach, the set of pedagogical practices and beliefs espoused by all of the International High Schools in NYC. As a result, professional development topics include: Integrating Content and Language Instruction, English Language Development, Differentiating Instruction for ELLs in a Heterogeneous Classroom, Cooperative Learning for ELLs, and Project-Based Learning for ELLs. Time is also devoted to sharing best practices with ELLs (strategies that have already proven effective at this school with these particular ELLs). We began the school year with a five-day planning institute (August 27-31, 2012) to introduce new faculty (as well as refresh returning teachers) to the various aspects of the Internationals Approach.

- QTEL: Throughout this school year, six of our full-time faculty members (2 ESL certified, 2 math certified and 2 Social Studies certified instructors) will participate in West Ed's highly acclaimed QTEL training for teachers working specifically with ELLs. All six will be participating in a workshop series that incorporates 20 total professional development hours spread over three days. Math teachers will attend an institute which meets on the following dates: November 13, 2012; November 28, 2012; and February 6, 2013. Social Studies and ESL teachers will attend an institute which meets on the following dates: October 23, 2012; December 11, 2012; and February 12, 2013.

- Internationals Network for Public Schools (INPS): INPS, our parent non-profit organization, provides a wide array of professional development services in order to support our faculty in the implementation of the Internationals Approach, a set of pedagogical beliefs and practices enacted in all of the city's International High Schools. INPS will be providing us with a principal mentor who will come one day a week (alternating days) from December 2012 through March 2013 to provide professional development for the the principal surrounding quality instruction for ELLs and supervision of teachers of ELLs. INPS also provided a two-day institute on the principles of the Internationals Approach on August 23 and 24, 2012, before the mandated return date for pedagogues. Our faculty engaged in workshops covering varied aspects of working with ELLs, including: Using Native Language to Support English Language Acquisition, Heterogeneity and Collaboration in the ELL Classroom, and Project-Based Learning with ELLs. INPS also facilitates several focused intervisitations for International High School faculty of all disciplines at various IHSs throughout the city (there are currently 15).

Part D: Parental Engagement Activities

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

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

Begin description here:

Because many of our parents are also new to the United States, NYC, and the NYCDOE, it is imperative that our school provide as much guidance and support to students' families as we do to the students themselves. As a result, in addition to receiving reports on school news, families have the opportunity to talk with faculty about the school's pedagogical practices (The Internationals Approach) and the academic progress of their students at all family events held at CIHS. We hold these events on Thursdays once per month from 6:30pm-8:30pm (October 18, October 25, December 13, January 10, February 1, March 14, April 11, May 9, and June 13). Rotating topics designed specifically for engaging ELL parents in the life of the school and their children's academic achievement include:

- Curriculum Nights: Faculty provide the ELL parents with the opportunity to "be the students" and experience the Internationals Approach as their children do; in this way, ELL parents can better understand the content and methodologies being taught to their children, allowing them to better support student academic efforts at home. This is supplemented by the invitation to all parents to spend a full academic day at school shadowing their student in order to "see" the school and its academic practices through their child's eyes.

- Community Organization Nights: In addition to learning about the academic progress of their ELL students, ELL parents have the chance to receive free advice and counseling in areas that affect the well-being of the entire family, including: financial literacy with officers from Chase Bank; health insurance information from Fidelis; employment with Job Corps. Presentations during these evenings also include information about college access and preparation in the earlier (9th and 10th) grades.

- Technological Literacy: We provide opportunities for ELL parents to learn how to use various NYCDOE and CIHS in-house computer systems, so that they are able to easily and frequently check on their student's academic progress through Jump Rope, an electronic grading system as well as ARIS. Knowing more about their children's academic progress in real time allows them to better support their academic achievement.

Families receive letter/flyer notifications mailed to their homes 2 weeks prior to all events. On all notifications, one side is written in English & the other side is written in the family's language of preference (in our case, Spanish, French, Bengla, or Arabic). Students also backpack home reminders in English & in translation the week before. Whenever possible, advisors call home to confirm parents' attendance. Staff members help each other to translate or use the NYCDOE's Translation and Interpretation Unit for communicating directly with families. We have also purchased School Messenger, which allows us to send home pre-recorded messages (for lateness, school events, and academic intervention) in the families' native languages as well as English.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	NOT APPLICABLE - WE ARE CONCEPTUALLY CONSOLIDATED	
Travel		
Other		
TOTAL		