



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: CLAREMONT INTERNATIONAL HIGH SCHOOL
09X564

PRINCIPAL: ELIZABETH DEMCHAK PRINCIPAL IA EMAIL: EDEMCHAK@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

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
Elizabeth Demchak	*Principal or Designee	
Robert Carrillo	*UFT Chapter Leader or Designee	
Ambiorix Polanco	*PA/PTA President or Designated Co-President	
Kyle Morris	DC 37 Representative, if applicable	
Francisco Rivera	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Mauricio Salgado	CBO Representative, if applicable	
Shirley Domenech	Member/UFT (School Secretary)	
Judilcia Perez	Member/UFT (School Social Worker)	
	Member/Parent	
	Member/Parent	
	Member/Parent	
	Member/	
	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

Annual Goal #1

By June 2013 100% of the school's English Language Learner (ELL) population will have completed two Common Core aligned tasks in all content areas.

Comprehensive needs assessment

The need was determined based on the following:

- All classes at Claremont International HS integrate language and content, an instructional principle central to the Internationals approach. The instructional approach promotes ELL students making meaning of language while simultaneously learning content, an approach that research supports as being beneficial for language acquisition.
- The DOE through the 2012-2013 Citywide Instructional Expectations has requested that all schools integrate the Common Core standards (CCLS) into the curriculum. The CCLS emphasis on students' use of evidence and deepening of conceptual knowledge is aligned to the Internationals approach of integrating content and language.

Instructional strategies/activities

- a)
 - Participation in professional development activities that focus on the development and alignment of CCLS tasks with various support organizations including the CFN, Internationals Network for Public Schools, and the New York Performance Standards Consortium
 - Teachers will meet weekly in interdisciplinary teams to assess student work and plan activities that require application of the CCLS instructional shifts. Teachers will also share sample curriculum, teaching strategies, scaffolding and differentiation techniques. Finally, teachers will develop a Common Core aligned unit including tasks, activities and rubrics.
 - Students will have the opportunity to participate in extended day homework help and tutoring to further support completion of CCLS task.
- b)
 - All five interdisciplinary content area teachers including the Integrated Algebra, Theatre Arts, Living Environment, Global History and ESL teachers.
 - The Special Education teacher will support the math and global history teachers in the development of CCLS aligned tasks that include appropriate scaffolds and differentiated outputs, which are aligned to the IEP goals of those ELL students, who also are classified as Students with Disabilities.
 - The administrator and principal mentor provided by the Internationals Network for Public Schools will facilitate staff development on the alignment of CCLS, provide teachers with feedback through informal and formal observations on the implementation of the unit
 - NYC DOE Common Core Resource Library and the Internationals Network for Public Schools I Share (online database of sample curriculum)
- c)
 - Internal weekly interdisciplinary team meetings and staff development meetings are the decision-making support networks within the school which serve as a forum for discussion and planning professional development activities.
- d)
 - Internationals PD in August 2012 and November 2012; Weekly team meetings beginning in September 2012; 2 CCLS units are completed by June 2013

Strategies to increase parental involvement

- Faculty facilitate home visits to promote a positive relationship and open dialogue between the families and the schools
- The school social worker serves as the primary liaison between the school and families. Based on a needs assessment during fall monthly parent advisory meetings, the school social worker will schedule workshops for parents based on parent interest and need. Workshop topics include how to support student academic performance, social service resources and applications, immigration related topics and access to adult ESL programs.
- All workshops, documents, and meetings include required interpretation and translation
- Parents are invited to attend parent teacher conferences that are held four times a year coinciding with report card distribution
- A monthly parent meeting will include an introduction to the purpose of the CCLS and how the CCLS focus on integration of literacy skills is aligned with the school's focus of integrating content and language in all classes
- Parents are invited to attend and participate as guest evaluators for their child's winter and spring Roundtable (oral presentation,) during which students present and reflect on their content area classes CCLS aligned tasks

Budget and resources alignment

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

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

 x Tax Levy x Title I Title IIA Title III x Grants Other

If other is selected describe here:

Service and program coordination

- Resources are provided for teachers to develop CCLS aligned tasks and inquiry of student works outside of regular school hours
- Internationals Network for Public Schools provides regular new school development, teacher professional development, and school leader coaching services throughout the year. INPS also develops and facilitates PD summer and fall institutes that include workshops on the development of CCLS aligned units
- Math for America provides professional development around the development of CCLS aligned task that includes regular coaching to teacher who graduated from their certification program.
- Resources are provided to run an extended day homework help program to help students in all content areas.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- To develop teacher effectiveness in integrating English language instructional strategies into all contents through the use of the Internationals Network for Public Schools (INPS) Classroom Rubrics. By June 2012, 75% of teachers will have advanced at least one level in one strand of the INPS Classroom Rubrics.

Comprehensive needs assessment

- Improving teacher effectiveness improves student performance. The DOE has requested that we use research-based rubrics to provide feedback to teachers on their practice. As a first year school that exclusively serves English Language Learners (ELLS) and that has several teachers who are both new to teaching ELLs and new to the Internationals Approach, our teaching faculty requires support in implementing English language instructional strategies in the content areas.

Instructional strategies/activities

a)

- Teachers self-assess and set their professional based on the Internationals Network for Public Schools core principles : (1) Heterogeneity and Collaboration, (2) Experiential Learning, (3) Language and Content Integration, and (4) Localized Autonomy and Responsibility
- Teachers will engage in peer intervisitations and cross-school peer intervisitation to observe one another implementing English language instructional strategies in project based lessons and to provide informal feedback within the structure of the rubrics and the teacher's goals.

b) Principal, Internationals principal mentor and CFN assist teachers in the implementation of the Internationals approach.

c) During weekly interdisciplinary team meetings teachers analyze student work, share and receive feedback on English Language Instructional strategies they plan to implement. Teachers also share strategies and knowledge gained from INPS and QTEL PD sessions with the team.

d) By June 2013, 75% of teachers will have moved at least 1 level in one strand of the INPS Classroom Rubrics; By June 2013 principal conducts six formative observations for each teacher using selected components of the INPS classroom rubric to provide meaningful feedback

Strategies to increase parental involvement

- Faculty facilitate home visits to promote a positive relationship and open dialogue between the families and the schools
- The school social worker serves as the primary liaison between the school and families. Based on a needs assessment during fall monthly parent advisory meetings, the school social worker will schedule workshops for parents based on parent interest and need. Workshop topics include how to support student academic performance, social service resources and applications, immigration related topics and access to adult ESL programs.
- All workshops, documents, and meetings include required interpretation and translation
- Parents are invited to attend parent teacher conferences that are held four times a year coinciding with report card distribution
- During enrollment and subsequent parent advisories, parents are introduced to the core principles of the Internationals approach
- Parents are invited to attend and participate as guest evaluators for their child's winter and spring Roundtable (oral presentation,) during which students present and reflect on their content area classes and CCLS aligned tasks

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:

Service and program coordination

- Resources are provided for teachers to attend QTEL and other language development PD session
- Internationals Network for Public Schools provides regular new school development, teacher professional development, and school leader coaching services throughout the year. INPS also develops and facilitates PD summer and fall institutes that include workshops on the five core principles
-

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2013 Claremont will have a year to date attendance rate of 85%.

Comprehensive needs assessment

- As a school that enrolls 100% English Language Learners, more than 80% of our student population have arrived to the United States (US) in 2012 and, Claremont International High School is their first school in the US. Therefore, it is critical that students and families develop a clear understanding of the relationship strong and consistent attendance has on student's academic, social and language achievement.

Instructional strategies/activities

- a) Develop a system that accurately records student attendance and communicates with families student rates.
- b) The attendance team will consist of the principal, school social worker, school secretary and community assistant
- c) The interdisciplinary team meets weekly for a social emotional learning meeting, which is facilitated by the school social worker. Teachers discuss student progress and social-emotional concerns including attendance issues. Teachers can also attend home visits.
- d) Timeline:
 - September-June: As students enroll a representative of the attendance team will meet with families to review the attendance policy
 - On a daily basis the secretary and community assistant collect, record, analyze and document attendance on a daily basis.
 - Phone calls are made home to families within two periods after official attendance is taken
 - At monthly student assemblies attendance awards are distributed
 - At monthly PA meetings attendance statistics for the school are shared with the parent community

Strategies to increase parental involvement

- Faculty facilitate home visits to promote a positive relationship and open dialogue between the families and the schools. The attendance policy is also conveyed to parents during the home visits.
- The school social worker serves as the primary liaison between the school and families. Based on a needs assessment during fall monthly parent advisory meetings, the school social worker will schedule workshops for parents based on parent interest and need. Workshop topics include how to support student academic performance, social service resources and applications, immigration related topics and access to adult ESL programs.
- All workshops, documents, and meetings include required interpretation and translation
- Parents are invited to attend parent teacher conferences that are held four times a year coinciding with report card distribution
- During enrollment and subsequent parent advisories, parents are introduced to the core principles of the Internationals approach
-

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) xTargeted 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

- The school social worker will coordinate the attendance team's efforts at outreaching to parents to support student attendance.
- CLIHS participates in the OSYD Achieve Now Academy for students, who are overage and at risk of not earning credit, to support regular school hour attendance.
- CLIHS works with multiple arts based partners to provide extended day programming that will attract and encourage student attendance.

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.).
<p>ELA (All of our students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (20-22 students))</p> <ul style="list-style-type: none"> Literacy support classes Extended Day Homework Help Extended Day art activities 	<ul style="list-style-type: none"> Small literacy support groups leveled by English proficiency level (Emerging literacy, intermediate and advanced) Reading, interactive writing, review of classroom strategies and best practices Language development through theatre and performing arts; oral communication and listening skills 	<ul style="list-style-type: none"> Small Group literacy activities and 1:1 instruction based on student need Small Group literacy activities and 1:1 instruction based on student need Small group instruction based on need 	<ul style="list-style-type: none"> Three times a week for 35 minutes each session. The classes meet Monday, Tuesday and Thursday mornings. Mondays and Tuesdays from 3:20-4:45 Mondays, Tuesdays and Wednesdays from 3:20-4:45
<p>Mathematics (All of our students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (20-22 students))</p> <ul style="list-style-type: none"> Numeracy support classes Math Tutoring Extended Day 	<ul style="list-style-type: none"> Math Literacy, reading and interactive writing Math Literacy, reading and interactive writing 	<ul style="list-style-type: none"> Small group numeracy activities and 1:1 instruction based on student need Small group numeracy activities and 1:1 instruction based on student need 	<ul style="list-style-type: none"> Two numeracy classes are offered three times a week for 35 minutes each session. The classes meet Monday, Tuesday and Thursday mornings. Tuesdays from 3:20-4:45
Science			

<p>All of our students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (20-22 students)</p> <ul style="list-style-type: none"> • Science Prep Before School Tutoring 	<ul style="list-style-type: none"> • Content area literacy and academic vocabulary building exercises 	<ul style="list-style-type: none"> • Small group numeracy activities and 1:1 instruction based on student need 	<ul style="list-style-type: none"> • Wednesdays from 7:50-8:35am
<p>Social Studies All of our students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (20-22 students)</p> <ul style="list-style-type: none"> • Extended Day Program 	<ul style="list-style-type: none"> • Content area literacy and targeted HW help to review in class language strategies 	<ul style="list-style-type: none"> • Small group numeracy activities and 1:1 instruction based on student need 	<p>Tuesdays from 3:20-4:45pm</p>
<ul style="list-style-type: none"> • At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) 	<ul style="list-style-type: none"> • Counseling sessions with topics that address anti-bullying, healthy relationships, separation from family in home country, bereavement 	<ul style="list-style-type: none"> • 1:1 counseling sessions; small group sessions based on assessed common need; currently developing a peer mediation program led by the school social worker 	<p>The school social worker sees both mandated and other at risk students during the school day. Students, who are overage, SIFE and who have failed 1 or more content classes, also participate in the OYSD sponsored Achieve Now Academy. As part of the program, the social worker and 3 social work interns also meet with the students during lunch for small group support and afterschool for 1:1 check-in sessions.</p>

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.

- All Teachers are highly qualified.
- Teachers work on interdisciplinary teams and are responsible for a cohort of 86 students. Teachers are provided with common meeting and planning time.
- The international Network for Public Schools, in conjunction with Long Island University (LIU) and the NYC DOE Teaching Fellows Program, has a 2- year apprentice program for potential INPS teachers. Apprentices serve in the classroom of an experienced INPS teacher one year, while completing required graduate level coursework at LIU. Apprentices may work as a certified teacher during the second year of the program.
- Our teacher led hiring committee invites potentially interested candidates to our student portfolio presentations to act as guest evaluators. Interested candidates are also encouraged to sit in on classrooms to better understand the Internationals approach and our student population.
- In school mentors are assigned to all new teachers.
- Teachers participate in a variety of staff development to support the learning and implementation of language learning strategies including workshops facilitated by the Internationals Network for Public Schools PD, QTEL offered by West Ed, Math for America training, The New York Performance Standards Consortium and Metamorphosis.



CLAREMONT

INTERNATIONAL HIGH SCHOOL

240 East 172nd Street* Bronx, NY 10457

718-410-4001

Elizabeth Demchak, Principal IA

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners, who compose 98.8% of our student population, 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 as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

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



CLAREMONT

INTERNATIONAL HIGH SCHOOL

240 East 172nd Street* Bronx, NY 10457

718-410-4001

Elizabeth Demchak, Principal IA

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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Cyndi Kerr	District 09	Borough Bronx	School Number 564
School Name Claremont International High School			

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

Principal Elizabeth Demchak	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Tim Ross	Guidance Counselor N/A
Teacher/Subject Area Abigail Kirchman/Math	Parent Ambioris Polanco
Teacher/Subject Area Devan Hibbard	Parent Coordinator N/A
Related Service Provider type here	Other Judilcia Perez (Social Worker)
Network Leader Cyndi Kerr	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	87	Total Number of ELLs	84	ELLs as share of total student population (%)	96.55%
------------------------------------	-----------	----------------------	-----------	---	---------------

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. 

Paste response to questions 1-6 here

1. All students admitted to Claremont International High School from a junior high school are English Language Learners, who have scored below the cut-off proficiency rate on the NYSESLAT. Therefore, these students have already been identified as ELLs when they arrive at our school. Newly Arrived immigrant youth first visit a borough enrollment office where they are identified as likely ELLs and referred to our school. Upon arrival at Claremont International, these families of new admits - from out of the state or, most frequently, from their native countries - are administered the Home Language Identification Survey (HLIS.) The administration process includes an informal oral interview in English and in the native language. To assess if 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 ELL Identification process. Once a student's home language is identified as other than English and the screening process has determined that he is most likely an ELL, we place the student in an official class in ATS, and he begins attending classes. New admits who are listed on the ATS report RLER are administered the Language Assessment Battery-Revised (LAB-R) within ten days of admission. We administer this test during regular school hours to all eligible students. The pedagogues responsible for conducting the initial screening instruments and administering the HLIS and LAB R (if necessary) are principal Elizabeth Demchak, bilingual Social Worker, Judilicia Perez and Testnig Coordinator, Devan Hibbard. School secretary Shirley Domenech and Community Assistant Kyle Morris, both proficient Spanish speakers, also assist by helping families understand the rationale for the lengthy intake process and provide Spanish translations when needed.

All ELLs, as identified on the ATS report RLER, will take the NYSESLAT during the spring testing period as required by NYS regulations. Since 96.5% of students are ELLs, we use the entire testing window to administer the NYSESLAT school-wide. All of our pedagogues participate in the administration of the NYSESLAT. Teachers pull eligible students from classes individually, over the course of the specified six week exam administration period, to complete the Speaking component. The Listening, Reading and Writing components are all administered during class time by all teachers..Every effort is be made to provide make-up testing sessions to those who are absent for the scheduled NYSESLAT .

2. For parents of new enrollees, principal Demchak explains the three NYS ELL program options during orientation. At this time parents are afforded the opportunity to ask questions about each of the options and are presented a school brochure in the

native language when available. . The intake process takes approximately onehour or more for each new admit and his family. As most of our immigrant parents are hourly employees, they prefer to complete the registration process in one visit. If parents clearly select an ESL program after learning about the three ELL program options, we place the student in our school. If they choose otherwise, we put them in contact with the enrollment office and sometimes refer names of schools that have dual language or bilingual programs elsewhere. However, should the number of parent selections for either a dual language or bilingual TBE model reach the required number, we will open a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. Parents of students who had previously chosen a TBE/DL program would be notified of this opportunity, should they wish to return to our school. Copies of the forms are kept in the office and are regularly updated by office staff on an Excel sheet.

3. Following orientation program selection forms are collected. The choice is entered into the ELPC ATS screen. The originals are filed in students’ permanent record folders by office staff. The copy is kept in a binder in the main office. A checklist of all students is kept in the binder and student names are checked off as the Program Selection and HLIS forms are returned. Entitlement letters are created for students who score from beginner to advanced levels on the LAB-R and sent home with students. For students coming from NYC junior high schools and middle schools, their Program Selection forms will be sent to CLIHS in the student folders. If the selection forms are missing, our secretary will call the schools to retrieve the necessary documentation. Entitlements letters, in both English and translated into native languages, are sent to the students’ homes after the LAB-R scores are recorded. The student is then placed in the proper program.

Continued entitlement letters are sent home in subsequent years using the results from the spring NYSESLAT exams. Copies of the entitlement letters, nonentitlement letters and continued entitlement letters are kept in a folder housed in the main office.

4. Students are placed in our ESL program - a type of sheltered instruction model, the Internationals Approach - based upon selections made on the Parent Selection Form on the very day that they register so our newly-arrived immigrant students can begin their education. Our ESL program and the schedule are explained to students and their families in the home 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. As a first year school we have only this year's choice forms to review and therefore, patterns cannot be determined. Overwhelmingly following the program descriptions, parents have selected free standing ESL program.

6. The program models at our school are aligned with parent/guardian requests. If a parent/guardian requests a TBE or Dual Language program and there are not enough requests at our school for such a program, we assist them in contacting the Office of Student Enrollment so they may consider other program choices in another school. If we do get a sufficient number of requests we would open another kind of program and notify the parents who had requested it in the past that they program was now available if they wanted to move. As noted in question 5, most parents have requested ESL, which is what we offer at our school.

Part III: ELL Demographics

A. ELL Programs

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

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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										4				4
Push-In														0
Total	0	0	0	0	0	0	0	0	0	4	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	79	Special Education	2
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	3

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	79	9	1	2			3		1		84
Total	79	9	1	2	0	0	3	0	1		84

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

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
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 L	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										61				61
Chinese														0
Russian														0
Bengali										4				4
Urdu										1				1
Arabic										4				4
Haitian														0
French										9				9
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										5				5
TOTAL	0	84	0	0	0	84								

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 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. A Collaborative Organizational Model is used at our school - teams of five to six teachers (Math, Science, Social Studies, ESL/English, Theatre Arts and Physical Education) work to plan instruction for groups of approximately 90 students. While teachers are responsible for teaching their individual classes, they plan curriculum jointly and occasionally push-in to team

A. Programming and Scheduling Information

teach classes as well.

b. Our school uses all of these program models. Each group of students is block programmed and those students travel together to their classes throughout the day. The blocks are heterogeneous based on ability levels, gender and native languages but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.

2. All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. The 9th grade instructional team includes three teachers who are licensed or dual licensed in ESL and their respective content area. Content teachers are trained extensively in language development and ESL methodologies. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages.

3. All students take math, science, social studies, an art class, physical education and ESL and/or English every year. Internationals approach is similar to a sheltered instruction model in that content area teachers have an understanding, training and background in teaching ELLs. Because students are on a team with an interdisciplinary team of teachers, the team works together to develop curriculum and materials for their ELL students. The ESL teacher on the team provides support in the scaffolding of the work and incorporating the content of other classes into their language class as a means of additional support. Although the language that teachers use from the front of the room 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. A variety of English and native language texts are used in the classrooms and many projects incorporate a native language component.

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 simultaneously. The school makes a significant investment in professional development to make sure all of our teachers in every subject area have the necessary skills and conceptual understanding of language development to deliver the needed instruction that meets students' needs. This professional development is ongoing and sustained from year to year.

4. Almost 2/3 of our students having a home language of Spanish or French. During our new student intake process, we conduct interviews and complete paperwork for students and families in their home languages. While students are encouraged to use their native languages to assist in comprehension and to assist their classmates, all formal assessment by teachers is done in English. We do not formally assess students' native language abilities.

5. Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all International High Schools in New York City. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:

- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels.
- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different texts and share their knowledge orally, then collectively answer question about the material presented through all of the text.
- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

A. Programming and Scheduling Information

a. As our school is new this year, our SIFE program is in development. SIFE students who are in need of instructional support are identified by the teachers. This information is shared with the guidance counselor and literacy coach. At weekly team meetings, the team of interdisciplinary teachers share strategies that they are using with their SIFE students. SIFE students are also assigned for before school individual tutoring and after school/Saturday academic programs. In all content area classes, all SIFE students are heterogeneously mixed with their ELL peers. 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.

5b. 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: leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Teachers also meet individually with newcomer students during our morning AIS programs. In addition, newcomers are encouraged to participate in after school programs which include various arts programs (music and visual arts) as well literacy and numeracy building programs.

5c. ELLs receiving services for 4 to 6 years 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 and differentiation.

5d. We are the first Internationals school to recruit and enroll LTEs. As a new school we are currently developing supports that center on the same heterogeneous principle as all other ELL subgroups. We also are identifying social emotional supports that help to build academic confidence.

6. We have one ELL SWD, who is in his 7th year of receiving language support services. We have a full time SPED teacher on staff who provides direct support in the global history/esl classroom and math classroom. He also receives mandated counseling services.

7.

Courses Taught in Languages Other than English ⓘ

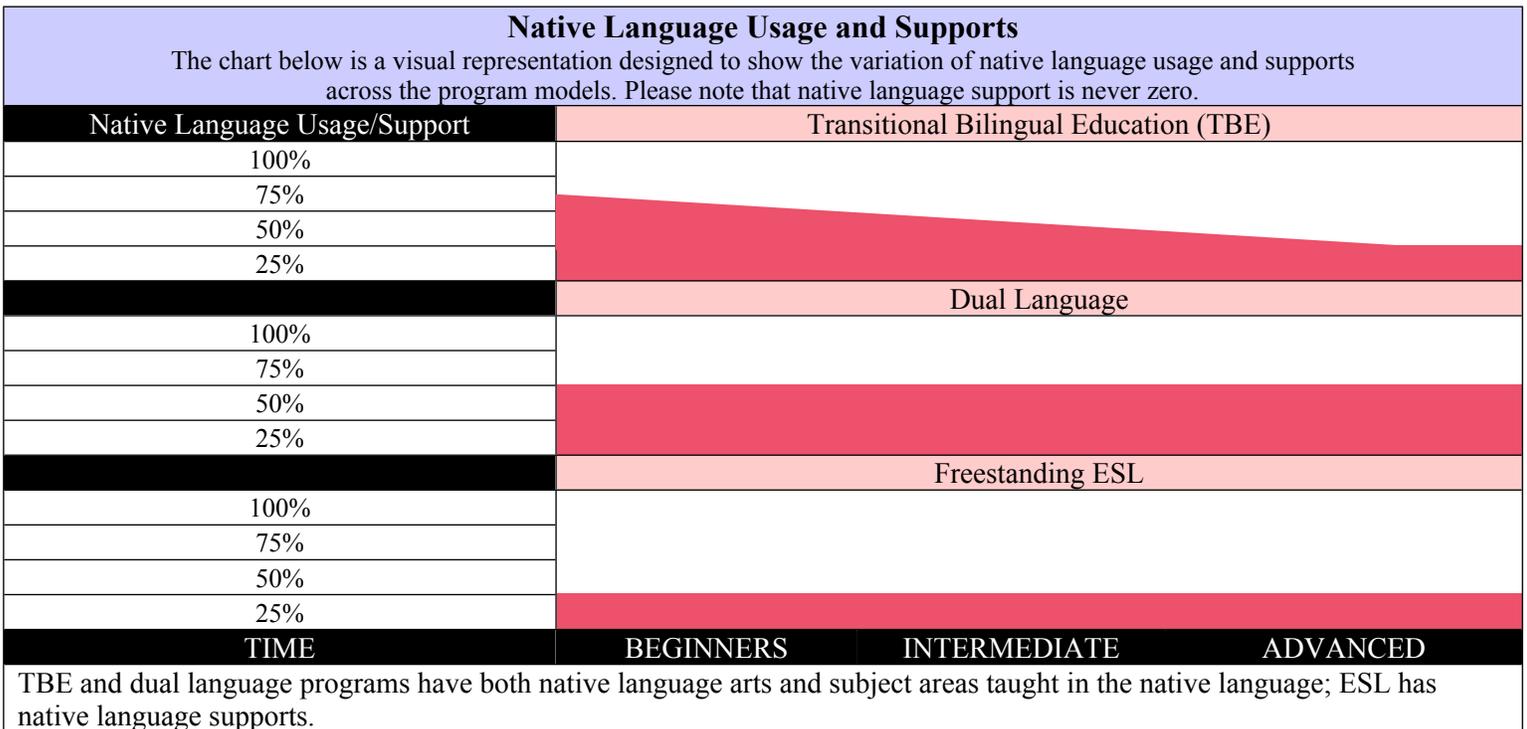
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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



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. All teachers, both content area and ESL, use ESL strategies in their instruction. Beginner ELLs receive at least 540 minutes of ELL support per week, Intermediate ELLs receive at least 360 minutes of ELL support per week and Advanced ELLs receive 180 minutes of ELL support per week. In addition, these Advanced ELLs also receive 180 minutes of ELA support per week.

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. Currently we offer the following additional supports.

- a. Targeted intervention programs in ELA include small group tutoring before school, theatre arts program
- b. Targeted intervention programs in Social Studies include after-school small group tutoring.
- c. Targeted intervention programs in Math include after-school small group tutoring and a numeracy support program.
- d. Targeted intervention programs in Science include before-school small group tutoring.

9. We have two students who have reached proficiency on the NYSESLAT and are no longer officially categorized as ELLs. However, these

students are still in need of language development support and their parents, when given the choice to transfer to a general education school, opted to keep their children in our school. 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. As we continue to grow and add a 10th grade we will have two interdisciplinary teams that include mixed 9/10 grade level classes that follow the Internationals Junior Institute Model. The mixed classrooms will provide another language scaffold, more opportunities for heterogeneous peer support and modeling of classroom readiness skills. Additional programs include expanded extended day offerings to support LTE. We are also trying to identify a CBO program that can support extended day native language class for Spanish speaking students.

11. At this time no programs are planned to be discontinued as we will continue to follow the Internationals Approach both during the regular school day and in our extended day programming.

12. Since nearly 100% of our students are ELLs, all CLIHS programs are "equal access." In addition to the support and intervention services listed in response #8 of this section, we offer after-school Math program, theatre arts, visual arts, dance, culture clubs student government and Achieve Now Academy.. While the preceding may not be "academic" in theme, all are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing. Furthermore, our students are welcomed into Taft Educational Campus after-school activities including sports teams. Notices of these opportunities are shared with students during their daily advisory periods. Notices are shared with parents during parent advisory meetings.

13. As a first year school on a campus space limits having a central computer or technology lab. Therefore, for one interdisciplinary team we have 2 MAC laptop carts (50 laptops) and 2 I pad Carts (20 ipads). Each classroom is also equipped with a smartboard. CLIHS partners with Educational Video Center (EVC) to promote media literacy. Additionally instructional materials included leveled reading materials

and access to native language libraries.

14. Our curriculum incorporates the use of native language in many different ways. Students may work in native language groups to complete certain tasks and then come back to a mixed language group to share their findings or results. When possible, students may present their findings in their native language to an audience of the same language. While students are encouraged to use their native languages to assist in comprehension and to assist their classmates, all formal assessment by teachers is done in English.

15. We have identified an overage population (16-17 years) in our 9th grade class. Those students participate in an extended day, AchieveNow Program, to offer academic and social emotional support. Many of the overage students are also SIFE students and benefit from developing SIFE intervention strategies. Since the school follows the Internationals Principle of Heterogeneity students are not separated based on age, prior academic experience, language proficiency

16. As a first year school over 80% of our students were enrolled in September through November via referrals from the Borough Enrollment office. For the 19 students who came from a NYC JHS, the principal met with the students either at their JHS or with their families during a home visit. Planned future orientation activities as we prepare to move to our 2nd year include a June orientation event for students and families and pending budget a week long bridge or welcome program in late August prior to the beginning of the new school year.

17. As a first year school we are actively developing community partners to assist in language electives through extended day programming. Currently, we partner with the French Heritage Program. The French Heritage Language Program (in collaboration with the French Embassy) – this two-hour weekly program supports native language literacy for our francophone ELLs. This class is taught in French. This program supports SIFE, newcomer, ELLs and LT-ELL students' ELA and social studies content knowledge and skill development. We are also planning on offering Spanish language elective during students' 11th grade year.

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)?

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. 1. All faculty and staff are considered ELL personnel. Currently, our interdisciplinary instructional team is the primary vehicle for professional development. Each team meets a minimum of three times per week, with agendas that include:

- o Analysis of student work in order to improve instruction/design interventions
- o Analysis of student assessments (project-based learning)
- o Social-emotional progress of a teaching team's shared students
- o Formation and refinement of discipline specific benchmarks

Each teacher also meets weekly with other teachers (Common planning) to collaboratively write curriculum, design assessments, and look at

student work to inform their practice. Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.

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 across the city in order to learn from their best practices. School staff including the principal, assistant principal, and social worker participate in Internationals Network professional development offerings as well in August and November at a minimum. Additionally, the principal meet with the other Internationals principals for monthly professional development meetings run by Internationals Network staff.

2. At this time, all of our students are scheduled to participate in a two-year course sequences as part of their mixed grade 9/10 classes.

3. All professional development at our school is focused on ELL training since 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. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of forty hours of professional development a year, well beyond the 10 hours of mandated professional development. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities.

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?

1. Our bilingual School Social Worker in conjunction with our newly hired community coordinator work together to coordinate parent involvement. Monthly parent advisory meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as “Know Your Rights,” “Understanding the College Process,” or “How to Help with Homework.” The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. Onstaff translators and student assistants translate all content into several languages including Spanish, French and Bengali. Our parents are encouraged to attend quarterly parent teacher conferences that coincide with report card distribution and school wide celebrations such as winter arts festival.

2. As a first year small school we are currently identifying CBO partners that can serve our immigrant family community. One first year partner is the International Rescue Committee (IRC), a refugee resettlement agency, that can provide social and emotional support, academic counseling and health services for families. The school social worker also makes specific case by case referrals based on single family needs.

3. As a first year school, we currently are developing ways to evaluate parent needs. During registration and at home visits we listen 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 Parent Teacher Conferences.

4. Parents participate in monthly Parent Association meetings and regular conferences with teachers, the social worker, and school administration. Our Parent Association president distributes a survey to parents to gauge their support needs and programming for Parent Association meetings will be made accordingly.

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)										26				26
Intermediate(I)										48				48
Advanced (A)										10				0
Total	0	0	0	0	0	0	0	0	0	74	0	0	0	74

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

NYSESLAT Modality Analysis

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

NYS ELA

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 09x564 School Name: Claremont International HS

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.

As over 80% of our students are all recent immigrant English Language Learners, almost all of their parents are also new immigrants. As a result, we assume that all parents require translation and interpretation services for communication with school staff. During enrollment we have families complete the Preferred Language questionnaire to learn in which language they would like written and oral communication from the school. We also complete the Home Language Information Survey and in-person interviews to collect preferred language data from our families.

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.

Our survey results are shown below and demonstrate that most of our families require oral and written communication in languages other than English. These results were shared with both staff and the families of our students in a Google Doc that can be accessed by all staff.

- 72% of our student body is Spanish-speaking. These families prefer both oral and written communication in Spanish.
- 11% of our student body is French-speaking. These families prefer both oral and written communication in French; however, many also wrote English for oral.
- 4 students list Bangla and these families prefer oral communication in Bangla and written communication in Bangla.
- 4 students list Arabic and these families prefer oral communication in Arabic and written communication in Arabic.
- We have completed demographic reports that we share with parents at PA meetings and school community partners.

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.

All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their home language. As a result, we use the NYCDOE's internal translation unit to provide translations of school correspondence when we have adequate time before we need to share the documents with families. When we do not have adequate time, bilingual school staff members including our school social worker translate documents into Spanish.

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

We have hired bilingual staff members to assist in interpreting for parents when they come to school for the following events. The languages our staff can provide oral interpretation for include Spanish, French, Korean and conversational Arabic. Events where oral interpretation may be used include enrollment, orientations, parent teacher conferences, PA monthly meetings, 1:1 parent meetings, SLT and other school events.

We also use the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing. When neither of the above services is available, we will hire outside interpreters.

Finally, we use School Messenger to notify parent of school updates or events and messages are sent in the following native languages: Spanish, French and Arabic.

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>.

See above strategies, all of which meet Chancellor's Regulations A-663.