



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** CROTONA ACADEMY HIGH SCHOOL

**DBN (i.e. 01M001):** 07X321

**Principal:** ANTHONY W. HARRIS

**Principal Email:** AHARRIS21@SCHOOLS.NYC.GOV

**Superintendent:** ELAINE LINDSEY

**Network Leader:** LISA PILASKI

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Anthony W. Harris	*Principal or Designee	
Jem Hill	*UFT Chapter Leader or Designee	
Karen Smith	*PA/PTA President or Designated Co-President	
Ada Galan	DC 37 Representative, if applicable	
Andy Khan	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Debra Claudio	CBO Representative, if applicable	
Cinda Becker	Member/ Teacher	
Mae Sato	Member/ Teacher	
Marisol Cabassa	Member/ Parent	
Kayhum Khan	Member/ Parent	
Morlena Robinson	Member/ Assistant Principal	
Ebony Hibbert	Member/ Student	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2014, we will revise 100% of curricula units of study by incorporating components in Domains 2 and 3.**

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Based on feedback from the 2011-2012 Quality Review numerous questions posed by teachers asked students to recall or summarize information thus limiting opportunities for high levels of student thinking and participation.**

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

- 1. Teachers will self assess on components 3b and 3c of the Danielson Rubrics.**
- 2. Teacher inter-visitations will be scheduled school wide across every content area.**

#### **B. Key personnel and other resources used to implement each strategy/activity**

- 1 Administrators will meet with teachers after formal and informal observations.
- 2 Teachers will revisit strategies during department meetings.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1. Teachers will have clearly defined individual professional development plans that will support their progress to move to the next level on the rubrics**
- 2. Teachers will evaluate and self assess each others progress in monthly teacher effectiveness professional development.**

#### **D. Timeline for implementation and completion including start and end dates**

- 1. Implementation: September 2013 through May 2014.**

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1. Administration develops a schedule to do formative observations and provide timely feedback.**
- 2. Teachers will attend professional development aligning the core curriculum standards in their disciplines provided by network, teacher led PD in house, and Pd through faculty conferences.**

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- **Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed.**
- **Provide students and parents with progress reports during each marking period to keep parents apprised about their child's academic progress.**

### Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	X	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To develop 2 additional Literacy and Mathematics units aligned to the common core by June 2014.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Based on analysis of our current regents and scholastic data, there is still a great need for our student to extend their writing in Living Environment and Mathematics.**

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will develop common core curriculum maps that align with their unit of study that incorporates opportunities for students to use supporting evidence.
2. Teachers develop rubrics or scoring scales to access the quality of student work.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers will attend PD provided by CFN 108, DOE, and conduct teacher-led PD that shows how to create authentic assessment.
2. Administrators will continue to evaluate common core aligned task and provide feedback.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teachers will meet weekly in mini-inquiry groups to plan lessons that require evidence to support student work.
2. Administrators will provide timely feedback during once a month conferencing.

**D. Timeline for implementation and completion including start and end dates**

1. Implementation timeline: September 2013 through June 2014.
2. September 2013 through June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers will attend PD provided by CFN 108, DOE, and conduct teacher-led PD that shows how to create authentic assessment.
2. Teachers will meet in teams during common prep period to develop units of study.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed.
- Provide students and parents with progress reports during each marking period to keep parents apprised about their child's academic progress.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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**Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To improve the number of students by 10% that are meeting or exceeding the standards in mathematics by June 2014.**

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- **Currently 92 students out of 110 total students have met the state standards in mathematics. We need to have a 10% increase in the January and June**

regents testing dates to meet AYP for all of our students. Given the nature of our transient population the number of actual students may change, but the target percentage will remain the same.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Small group tutorials will be scheduled during 0 period in each content area.
2. After School regents preparation will be scheduled 3 times a week during 9<sup>th</sup> period and some Saturdays.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Each teacher will be assigned a core group of students to work with during 0 period.
2. Each core content area teacher will work after-school per session doing regents preparation.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teachers will analyze past and present regents data and student work to determine areas of weakness to inform their instruction in the classroom.
2. Teachers will teach students new information to support them in the academic areas they are struggling with.

**D. Timeline for implementation and completion including start and end dates**

1. Implementation Timeline: September 2013 through June 2014.
2. September 2013-2104

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Provide small group instruction and tutorial support utilizing extended time (150 minutes) from 8:00 am – 8:38 am and 3:00 pm – 3:38 pm.
2. Provide small group instruction and tutorial support utilizing extended time (150 minutes) from 8:00 am – 8:38 am and 3:00 pm – 3:38 pm.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Teachers will provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.**

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	X	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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**Goal and Action Plan #4**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To improve the number of students by 8% in Cohort N that will graduate by August 2014.**

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**In September 2013, 51 students were listed on Cohort "N". This cohort represents students who entered ninth grade in New York Public School system in 2008. Their status is as follows:**

- Code 39 35%
- GED 6%
- Local Diploma 2%

- Regents Diploma 47%
- Still Enrolled 8%

**Our objective is to assist and provide resources for those students living in New York City in Cohort “N” so they can continue to have alternate pathways to graduation by August 2014.**

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Provide online instructional support for students still enrolled in these programs and for students currently enrolled at Crotona.
2. Students still enrolled at Crotona will also be provided with opportunities to earn additional credits through concurrent options (independent study).

**B. Key personnel and other resources used to implement each strategy/activity**

1. Two teachers who are trained in implementing on-line credit recovery programs will facilitate our Apex program during the day.
2. Our CBO (SoBRO) youth advocates will communicate with students enrolled in Young Adult Borough Centers for support because they are easiest to track.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Student progress can be tracked and monitored using the Apex on-line credit recovery program. Progress reports can be printed weekly.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 through June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. SoBRO will also engage with students in Cohort “N” by offering them afterschool internships to help them financially.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Our parent liaison will establish a data base with the help of our support staff, SoBRO to inform parents of upcoming events and monthly PTA meetings.
- Translators will be provided for parent-teacher conferences, parent phone calls, and all parent workshops so that parents with Limited English proficiency can stay informed and participate.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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**Goal and Action Plan #5**

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 #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<b>Extended Time Instruction</b>	<b>Small group/one-to-one tutoring</b>	<b>During the day/8:00 – 8:38</b>
<b>Mathematics</b>	<b>Extended Time Instruction</b>	<b>Small group/one-to-one tutoring</b>	<b>During the day/8:00 – 8:38</b>
<b>Science</b>	<b>Extended Time Instruction</b>	<b>Small group/one-to-one tutoring</b>	<b>During the day/8:00 – 8:38</b>
<b>Social Studies</b>	<b>Extended Time Instruction</b>	<b>Small group/one-to-one tutoring</b>	<b>During the day/8:00 – 8:38</b>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<b>Individual Counseling</b>	<b>One-to-One</b>	<b>During the day</b>

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

- **Teachers look at student work and analyze data to inform their instruction in collaborative inquiry teams**
- **Teachers participate in a monthly inter-visitation classroom visits with their peers.**
- **Teachers submit yearly goals and do self-assessments**
- **Curriculum Maps are revised each semester to align with common core**
- **Teachers design and implement performance task focused on one unit each semester**
- **Teachers align rubrics and assessments to meet standards of common core**

**High Quality and Ongoing Professional Development**

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

- **Individualized professional development plans are prepared with administration for each teacher**
- **Teachers participate in professional development monthly with network focused on specific learning shifts in core curriculum**

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**Students identified in temporary housing are provided with metro cards, school supplies, book bags, individual tutoring, and most of their senior dues are paid by the school or our CBO.**

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

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

As part of professional development, teachers have common planning time to discuss formative and summative assessments. Teachers revise the curriculum to ensure that students are being assessed on an ongoing basis.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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## Crotona Academy Policy Parent Involvement Policy

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 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>07</b>	Borough <b>Bronx</b>	School Number <b>321</b>
School Name <b>Crotona Academy High School</b>		

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

Principal <b>Anthony W. Harris</b>	Assistant Principal <b>Morlena Robinson</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Marlin Martinez</b>	Guidance Counselor <b>Collins Akonu</b>
Teacher/Subject Area <b>Marlin Martinez/Mathematics</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Lucy Scott</b>	Parent Coordinator <b>Ada Galan</b>
Related Service Provider <b>type here</b>	Other <b>Debbie Claudio/CBO</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>110</b>	Total number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>1.82%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL					1		1			1
Total	0	0	0	0	1	0	1	0	0	1

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	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										1		1		2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	1	0	1	0	2

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

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 (SWD)					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1			
Integrated Algebra			1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1			
Physics				
Global History and Geography			1	
US History and Government	1			
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

Test)								
Chinese Reading Test								

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

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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.  
We used the New York City Performance Assessment in Literacy that is developed to measure reading and writing skills. After analyzing the results areas of strengths and weakness are identified to inform instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Both students at Crotona scored at the advanced level for listening and speaking. In the past we noticed that the listening and speaking areas were the weakest areas. Emphasis for writing across each content area will be a priority for both ELL’s.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The data revealed on the NYSESLAT for one student showed a significant improvement in listening /speaking, intermediate to advanced. The reading/writing portion did not improve.
4. For each program, answer the following:
  - a. 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?

At present only one of our ELL’s has shown significant improvement on regents results. The score on the English Regents for this student was at the high interval of level 3. Our second student started with us in October of this school year. We have not been able to ascertain or analyze his performance due to excessive absences. As noted our one student classified as intermediate was programmed for 240 minutes using our extended morning program, but he is no longer in the country. Our advanced ELL student received one-to-one tutoring in Living Environment, and English Language Arts from our content core teachers on alternating days from 8:00 - 8:38, Monday thru Thursday.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))  
N/A
6. How do you make sure that a child’s second language development is considered in instructional decisions?  
Our teachers design tiered lessons to allow every student to have access to the content. In addition, differentiated strategies specifically designed for our special population of students are incorporated in lesson planning.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Teachers collaborate on our special needs students during their planned circular 6 meetings. In addition, quarterly progress reports from each teacher are reviewed and assessed for patterns of strength and weaknesses. From this analysis the student's program is developed to meet individual learning needs.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Guardians and parents of students that are newly enrolled fill out a Home Language Identification Survey (HLIS). The HLIS administration is performed by a trained pedagogue. The HLIS identifies the language spoken and used at home. In these cases, one of our pedagogues has an informal interview. Then if needed, we will provide the Language Assessment Battery-Revised (LAB-R). Results on the LAB-R reveal whether a student requires services. Students will take a Spanish LAB to determine language dominance if the LAB-R results indicate a student is an ELL and Spanish is spoken at home.
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.  
We have an orientation for the parents of ELLs that are newly enrolled. The orientation provides information on all three ELL programs that are provided in NYC. Parents are provided with materials regarding the ELL programs. The materials are in the parent's home language. Translators are used to ensure that parents have information in their native language. We describe the ELL service options that are available and show a video available in 13 languages to further detail the program options. This video is on the NYC Department of Education's website. The choices described are Freestanding ESL, Transitional Bilingual, and Dual Language. At the conclusion of the meeting, we distribute and finally collect the Parent Survey and Program Selection form. The process at our school occurs in 10 days or less.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Parents complete the Parent Survey and Program Selection form right after they view the video during the registration and orientation process. If a guardian or parents request additional time to determine which program they would like for their child, then one of our school aides or office staff sends home follow up letters and makes phone calls to ensure that they return the needed forms.
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.  
We interview each parent to identify the specific program of choice. We provide translators to assist parents in understanding and selecting the program that they may want for their child. Most of our translators are our professional staff. Occasionally, we hire a translator. We ensure that each parent has a placement letter during the enrollment process. Letters are securely kept in students' record files which is kept in the main office.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
We begin with our test coordinator selecting specific days to administer the NYSESLAT. The test coordinator schedules the staff to administer the NYSESLAT and identifies the students who need to be assessed. To identify student, we use ATS reports ((RELC or RLAT). We make certain that all students are assessed on all sections of the NYSESLAT. We train our teachers to administer the assessment. Teachers after the NYSESLAT is administered, score the writing portion. We review with our other teachers how our students performed.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Currently, we have two students who are ELLs. Both of their parents have selected our Freestanding ESL program. In past years, our parents of English Language Learners have also selected our Freestanding ESL program. The program model that is offered at our school is in alignment with the requests of our parents. Any parents who are interviewed that request a bilingual or dual language program will be referred to ESL Transfer Schools. Also, they will be encouraged to look at the ELL Program [ProgramTransfer@schools.nyc.gov](mailto:ProgramTransfer@schools.nyc.gov).

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

We have 2 students who are classified as ESL: 1 advanced, 1 intermediate. As such, 1 students receive one period of ESL instruction per day, and 1 student receives 2 instructional periods of ESL per day, thereby satisfying the 360/180 minutes per week of ESL instruction.

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

Our ESL program is free standing and serices all of our ELL students. Our Mathematics teacher who is currently working on certification to be an ESL teacher uses Visions textbook and workbook series and practices writing, speaking and listening activites in class. Each classroom has a library that accomodates all levels of difficulty. Humanities classes use the presentation model to enhance verbal ability. We have adapted portfolio assessment so that each student can be evaluated at his/her own ability

level. All of our classes have internet access thereby providing students with the ability to work individually at their own competency level. We also provided ESL push-in sessions for academic teachers when necessary. The teacher who provides ESL support and academic teachers have common planning periods in order to maximize student performance

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
At the time of enrollment, students write a response (in their native language if they prefer) to a writing task that the literacy teachers have developed. This assessment provides information on students' language and writing skills. The teachers review the responses. Throughout the year, we look at student work to determine how our ELLs are making progress.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students are evaluated in all four modalities: reading, writing, listening and speaking, throughout the academic year. Teachers review student work and plan instruction accordingly.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

On-demand Push-in and Pull-out Services: offered when the academic subject teacher requests additional ESL service. If the teacher sees that student is struggling because of language difficulties, the teacher who provides ESL services is asked to cooperate with the subject teacher. This embedded approach to learning enables ELL students to keep pace with other students and provides additional support as they progress toward an improved fluency rate. The cooperative nature of this experience ensures mastery of subject matter.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
N/A. We do not have any ELL-SWDs.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
N/A. We do not have any ELL-SWDs.

### 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**

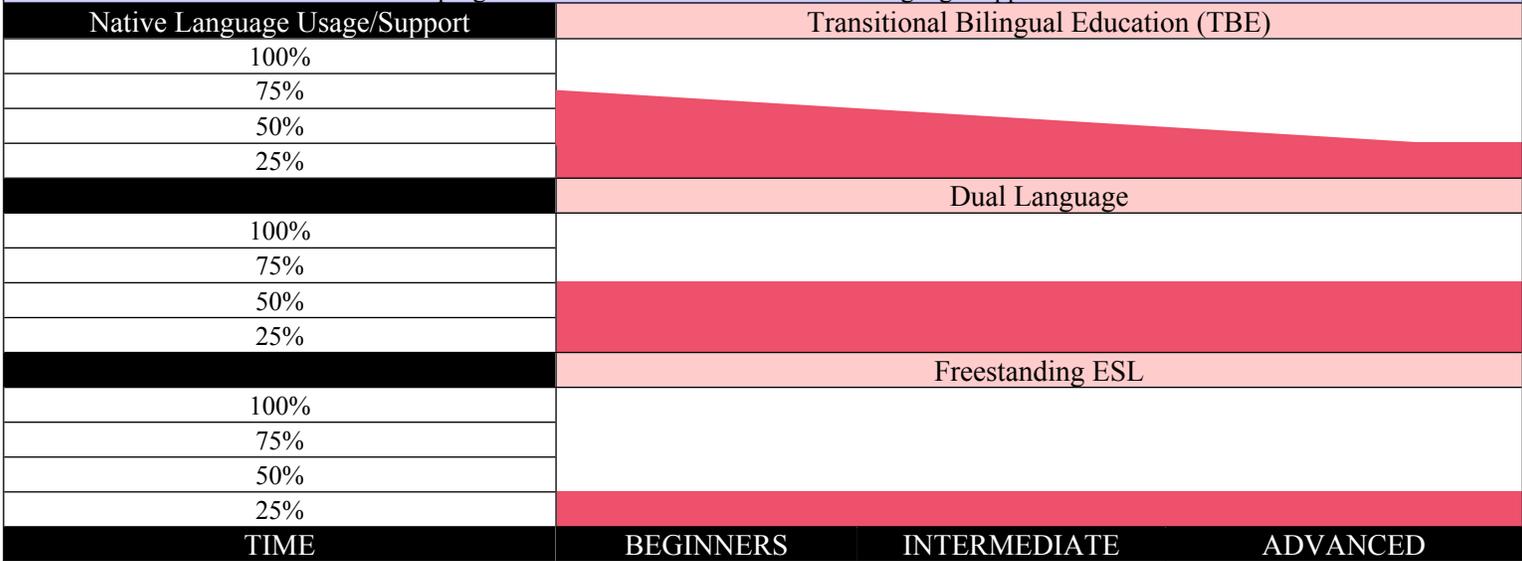
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

**B. Programming and Scheduling Information--Continued**

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
We have planned for students with special needs by incorporating mandated counseling and one-to-one tutorials into our daily program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
.We do not have any ELL students with special needs at this time, but we are prepared to offer all of the necessary services.
11. What new programs or improvements will be considered for the upcoming school year?  
see below
12. What programs/services for ELLs will be discontinued and why?  
see below
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
see below
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
see below
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
see below
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
see below
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
see below
18. What language electives are offered to ELLs?  
see below
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Crotona Academy High School strives for excellence in teaching all of our students, with particular attention to the needs of our ELL population. Our ELA program incorporates all of the best practices of a balanced literacy program and relies heavily on student engagement and the workshop model. It is our belief that great benefit comes from cooperative education, research-based projects and assignments, and differentiated instruction. Our support team individualizes the educational process for each student providing extensive social and academic support for all of our students. g. Crotona Academy has only intermediate and advanced ELL students but we are prepared to offer more extended services as the need arises. Our individualized approach to education enables us to accommodate different ability levels. Our guidance and administrative services are quick and competent and will accommodate learners at all levels. Once students achieve proficiency on the NYSESLAT we will continue monitoring scholastic achievement. We will offer support services as needed. We will also tutor and counsel students for success on the Regents Exams.

Crotona Academy High School provides the following support for our ELL students:

- a. On-demand Push-in and Pull-out Services: offered when the academic subject teacher requests additional ESL service. If the teacher sees that student is struggling because of language difficulties, the ESL teacher is asked to cooperate with the subject teacher. This embedded approach to learning enables ELL students to keep pace with other students and provides additional support as they progress toward an improved fluency rate. The cooperative nature of this experience ensures mastery of subject matter.
- b. Standardized Reading Assessments: ELL students take reading assessment tests and are given additional time to complete the exam as needed. The reading assessment test enables the ESL teacher to target balanced literacy instruction to meet the needs of these

English Language Learners. The NYSESLAT will be administered to students in the spring semester. The ESL teacher will use instruction time to prepare students for the exam. The results of the NYSESLAT will help us to improve and refine our ESL instruction.

### **C. Professional Development and Support for School Staff**

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

We utilize the mandated after school professional development sessions to focus on best practices in ELA and math instruction with particular attention to ELL students. PD is provided in after-school workshops and through support by the ELL Curriculum Instruction Specialist.

### **D. Parental Involvement**

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

Parents are one of the main constituents in our school community. Parents are in constant contact with us through various means. Parents participate in PTA meetings conducted by our Parent Coordinator. These meetings are given in English and Spanish. In addition to parent meetings, parents comprise 40% of the team members on our School Leadership Team. Information concerning academics, school functions, and holiday events is conveyed at these gatherings. We also encourage parents to schedule visits to our school to discuss academic and social progress with our teachers at any time.

### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Crotona Academy High School**

**School DBN: 07X321**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony W. Harris	Principal		11/12/13
Morlena Robinson	Assistant Principal		11/12/13
Ada Galan	Parent Coordinator		11/12/13
Marlin Martinez	ESL Teacher		11/12/13
	Parent		
Lucy Scott	Teacher/Subject Area		11/12/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Collins Akonu	Guidance Counselor		11/12/13
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 07X321 School Name: Crotona Academy High School

Cluster: 01 Network: 108

**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**

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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.

ATS data was analyzed (District Ethnic Census Report, and Parent/Guardian Ethnic Identification) and it was determined that 65% of our student population was Bilingual. In addition, the application for admission ask our students to indicate what language is spoken at home by their parents. Our outreach efforts to parents through Parent-student orientation, Parent's Association Meetings, Open School, and Parent Teacher Conferences will require oral interpretation or translation.

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 intake process for new students identifies those parents whose primary language is other than English. This information is documented into the student files. This information is then shared with all staff members during our Faculty Conferences, Department Meetings, and informally. We have scheduled Tuesday and Thursday as after-school outreach days for teachers to connect with Non-English speaking parents with the aid of our designated translators. In addition, student-teacher relationships that are developed will inform many staff members about language needs at home.

## Part B: Strategies and Activities

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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.

In our efforts to build working relationships with the Bilingual and Spanish speaking parents in our school community, we have designated several Bilingual staff members to act as liaisons and interpreters on their behalf. Our Parent Coordinator, attendance teacher, Non-Licensed ESL Teacher, Computer Technician, and School Aides are Bilingual employees at Crotona. Funding has been allocated before and after school for teachers and designated translators to convey information, and do parent outreach. Our parent newsletter, which will be printed once a month, will be written in Spanish and English. This informative letter will keep parents involved in their child's academic and social progress at school.

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.

Bilingual staff members will provide oral interpretation services regarding in-house documentation, policies, procedures, and rules and regulations.

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>.

All parental notifications will be translated in the native language and English for each child's home.