



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: CLAREMONT INTERNATIONAL HIGH SCHOOL

DBN (i.e. 01M001): 09X564

Principal: ELIZABETH DEMCHAK

Principal Email: EDEMCHAK@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: CYNDI KERR

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
Elizabeth Demchak	*Principal or Designee	
Robert Carrillo	*UFT Chapter Leader or Designee	
Maximo Santana	*PA/PTA President or Designated Co-President	
Kyle Morris	DC 37 Representative, if applicable	
Calista Febe	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Shirley Domenech	Member/	
Judilcia Perez	Member/	
Lia Novita	Member/ Parent	
Angel Geraldino	Member/ Parent	
Warrisou Tchabalandja	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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

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 100% of the school's teachers will design and implement two common core aligned units of study that integrate both content standards and NY State ESL Standards.

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.

As a second year school that has over 80% newcomer students, data based on city and/or state tests is very limited and does not encompass the entire school, but rather a small minority of students, who may have attended JHS in NYC, but did not participate in the Internationals instructional model. Over 96% of Claremont International High School's (CLIHS) students are English Language Learners (ELLs) and the remaining 4% are former ELLs. Of the ELL students more than 36% are Students with Interrupted Formal Education and over 26% are average. Moreover, during the 2012-13 school year while 93% of students matriculated 10+course credits, all students who earned a D or a F in at least one core content area were SIFE. For CLIHS' ELL students to successfully access and engage in the content area, they must simultaneously develop English skills. All classes at CLIHS 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.

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 are provided with weekly team meetings to collaboratively plan and assess curriculum with check-ins from administrators and coaches
2. Professional development facilitated by Internationals Network for Public Schools to include workshops that focus on the writing of unit and daily lesson objectives, authentic assessment for ELLs and project based learning design in a heterogeneous classroom

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

1. Administrators and all CLIHS teachers are both language and content teachers. Each 9/10 interdisciplinary team has at least 1 licensed ESL and/or ELA teacher and 1 content area teacher, who is dual licensed with ESL.
2. Internationals Network for Public Schools will facilitate two all day workshops for CLIHS faculty: design of language objectives and assessment for ELLs. CLIHS' teachers can also participate in INPS project design workshops at the pre-service institute and Election Day network PD.

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

1. During common planning one session a month, content area partners will complete a peer review of unit plans to determine common core alignment. Teachers will develop and revise unit plans to include shared language objectives and scaffolds to promote access to the content.
2. During Friday PD sessions before the January and June roundtables/portfolio presentations, administration and CFN achievement staff will facilitate a review of the portfolio project and provide support in the task revision process.

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

1. The first unit will be implemented in December/January and students will present their unit project during the week of January Regents. The second unit will be implemented in May/June and students will present their unit project during the 2nd and 3rd week in June.
2. August 2013:language objective workshop; February 2014:Assessment (project design) workshop; February/March; Inquiry Project on January portfolios

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

1. During common planning period (1 x per week for content area and 1x per week for the interdisciplinary team) teachers collaborate to design and review CCLS units of study.
2. Internationals Network for Public Schools sample unit plans and assessment options designed and used by INPS teachers across network schools; Protocols from National School Reform

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).

During an October Curriculum evening, parents/guardians met with faculty to discuss course descriptions and to receive information on the implementation of the CCS, especially for ELLs.

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

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.
 By June 2014 100% of teachers will have participated in professional development related to the Danielson Rubric and 50% of teachers will have demonstrated growth in Domain 3d: Using Assessment in Instruction.

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.
 Claremont International HS has 12 full time teachers. 75% of the teachers are in their first or second year of teaching. As a member school of the Internationals Network for Public Schools (INPS), teachers are expected to practice the research driven Internationals Approach for curriculum design, professional community contributions and professional collaboration to support the academic and social achievement for ELL students. A school wide focus is the design of authentic assessment for ELLs that provide opportunities to demonstrate progress in both content and language acquisition.

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. Quality Professional development to support implementation of the Internationals approach and the Danielson Rubric
 2. Facilitation of informal and formal observations and feedback generated from the observations
 3. Inquiry project on the effectiveness of teacher feedback
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Administration, Teacher Effectiveness Coach, CFN achievement coach and school based staff to facilitate PDs
 2. Principal and Assistant principal will conduct observation cycles based on individual teacher selection during the Initial Planning Conference
 3. Content area teachers work during common planning and Friday PD
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Teacher reflection sheets on the effectiveness of PDs and teacher reflections on the impact of interclass and intervisitations that focus on assessment design and facilitation
 2. Feedback from observation cycles and MOTP tracking chart to demonstrate growth between November and June in 3d
 3. Teacher's revise feedback comments on assessments and after the January and June presentations, faculty will reflect on, and if needed, revise the oral presentation rubric to align to teacher and evaluator feedback.
- D. Timeline for implementation and completion including start and end dates**
 1. PDs to occur monthly
 2. IPC to be facilitated by the end of October; Observations to occur post IPC through June 2014
 3. Feedback inquiry project to be completed by March 2014; revisions to oral presentation rubric to be completed by June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. INPS crosswalk tool that aims to bridge Danielson rubric and Internationals rubric used for classroom and school walkthroughs
 2. Administration will meet with faculty post informal/formal to provide feedback; all formals will include pre and post conference; PD recommendations will be driven by

patterns in teacher development

- Teachers will use the descriptive feedback protocol and videotaped feedback portions of roundtables/student presentations

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).

During PA meeting that parents are introduced to the INPS approach. School faculty discuss measures to support teacher development framed around the INPS principle, "One Learning Model for All."

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	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

By June 2014 90% of 10th graders will participate in college readiness support activities

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.

Claremont International High School enrolls over 80% newcomer ELLs. Based on student and family surveys, the overwhelming majority of Claremont IHS students will be the first person in their family to attend higher education in either their home country or in the United States. Therefore, it is critical that we develop a college readiness school culture beginning in 9th grade.

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

- Establish an advisory committee to facilitate the development of a college and career aligned advisory curriculum
- Facilitate individual academic counseling sessions to focus on progress towards graduation and plan 3 college visits for all 9th and 10th grade students
- Implement Skedula as an online tool to communicate to students, families and peer faculty students' academic and social progress

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

- 2 School Social Workers, 1 teacher from each interdisciplinary team, administration and CARA representative
- 2 School social workers and 1 community assistant working with representative from campus based College Access Center
- All teachers, dean and social workers

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

- Revise existing CARA CCR units to meet the needs of newly arrived English Language Learners
- Students will complete a reflection/survey and hold a focus group in their advisory following each college visit; SW will complete a post conference report
- Students will log on to SKEDULA at least once per marking period (6 times a year) and teachers will develop revised progress reports on skedula

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

- 6 committee meetings will be held between September and May
- College visits will occur between February and June; 1 individual academic counseling session will occur in the fall (Oct-Dec) and 1 will occur in the spring (March-June)
- Skedula will be launched in September 2013 and will be used from September to June 2014

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

- CARA College Inquiry curriculum

2. Each students will meet 2 times per
3. Teachers and staff will receive up to 4 sessions of PD on SKEDULA

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).

During PA meetings families will be invited to attend workshops on the college application process and financial aid supports. In addition parents/guardians will be invited to attend select college visits.

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	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

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.

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

1.

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

1.

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

1.

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

1.

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

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.

	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.

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.

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

1.

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

1.

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

1.

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

1.

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

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.

	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.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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</p>	<p><i>All of CLIHS' students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (21-23 students/class.</i></p> <p>Literacy support classes:</p> <ul style="list-style-type: none"> • Small literacy support groups leveled by English proficiency level ; • Small literacy support group facilitated specific for Spanish SIFE students; <p>Extended Day HW Help</p> <ul style="list-style-type: none"> • Reading, interactive writing, review of classroom strategies and best practices; <p>Extended Day Art Activities</p> <ul style="list-style-type: none"> • Language development through theatre and performing arts 	<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 student need 	<ul style="list-style-type: none"> • 5 times a week for 37 minutes each session. The classes meet Monday-Friday morning; • Monday-Thursday from 3:20-3:40pm • Monday, Tuesday and Wednesday from 3:20-4:40pm
<p>Mathematics</p>	<p><i>All of CLIHS' students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (21-23 students/class.</i></p> <p>Numeracy support classes:</p> <ul style="list-style-type: none"> • Small numeracy support groups (Math literacy, basic operations and interactive writing); 1 in English and 1 in Spanish for for Spanish SIFE students; 	<ul style="list-style-type: none"> • Small group numeracy activities and 1:1 instruction based on student need; 	<ul style="list-style-type: none"> • Monday-Friday for 37 minutes each class

	<p>Extended Day Math Help and Math Team</p> <ul style="list-style-type: none"> Reading, interactive writing, review of classroom strategies and best practices; 	<ul style="list-style-type: none"> Small group numeracy activities and 1:1 instruction based on student need; 	<ul style="list-style-type: none"> Mondays and Tuesday from 3:20pm-4:40pm
<p>Science</p>	<p><i>All of CLIHS' students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (21-23 students/class.</i></p> <p>Science Prep before school tutoring:</p> <ul style="list-style-type: none"> Content area literacy and academic vocabularbuilding exercises; 	<ul style="list-style-type: none"> Small group activities and 1:1 instruction based on Student need 	<ul style="list-style-type: none"> Wednesdays from 7:50am-8:35am
<p>Social Studies</p>	<p><i>All of CLIHS' students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (21-23 students/class.</i></p> <p>Extended Day Program:</p> <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 activities and 1:1 instruction based on Student need 	<ul style="list-style-type: none"> Monday-Thursday from 3:20pm-4:40pm
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> Counseling sessions that include but are not limited to topics that address anti-bullying, healthy relationships, separation from family in home country and breavement 	<ul style="list-style-type: none"> 1:1 counseling sessions; small group sessions based on assessed common need; peer mediation led by the school social worker; currently, developing restorative justice practices 	<ul style="list-style-type: none"> The school social workers see 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 OYSD sponsored Achieve Now Academy. As part of the program, the school SW and 2 SW interns also meet with the students during lunch for small group support and afterschool for 1:1 check-in sessions.

**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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

- 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 PD, The New York Performance Standards Consortium and Metamorphosis

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).

Pre-Service Training for all staff (August 2013)

- Focus on Curriculum Design: 1 day INPS language objective workshop, ½ day Unit Design (UBD and SIOP) model, ½ day Layered Curriculum workshop, 1 day CARA workshop to focus on integrating college and career readiness standards into curriculum

Interdisciplinary Team (5 teachers from each of the content area)

- The interdisciplinary team meets every day for 1 period (47 minutes-55 minutes) for common planning or team meetings to focus on curriculum design including CCS alignment

Friday Staff Development

- 5-6 week cycles of staff led Friday Professional Development (50 minutes-1 hour and 30 minutes. Topics include outcomes grading based systems; portfolio CCS aligned units-design; inquiry work to determine CCS alignment

Quality Teaching for ELLs

- Teachers participate in literacy QTEL series to support curriculum design for ELLs; 1 teacher will participate in SIFE working group and 1 teacher will participate in QTEL for math

Math for America, Metamorphosis and Ann Shannon PD for math and science teachers

SPED teacher will participate in Network wide PD to support SPED access and engagement to CCSS units of study

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.).

???Required Title 1 set-aside is made for STH. Funds will be used to purchase emergency necessities and educational supplies

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 a pilot NY States Consortium school, all baseline and interim assessments are DYOs.

Teachers participating on the school's MOSL committee select city wide assessments including baselines;

Teachers work within their content area to design common assessments and rubrics across teams;

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).



240 East 172nd Street* Bronx, NY 10457

718-410-4001

Elizabeth Demchak, Principal

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;

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

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 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 09	Borough Bronx	School Number 564
School Name Claremont International High School		

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 Elizabeth Demchak	Assistant Principal
Coach type here	Coach type here
ESL Teacher Timothy Ross	Guidance Counselor type here
Teacher/Subject Area Sara Said	Parent Maximo Santana
Teacher/Subject Area	Parent Coordinator type here
Related Service Provider type here	Other Hannah Kim (Social Worker)
Network Leader(Only if working with the LAP team) type here	Other Judi Perez (Social Worker)

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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	171	Total number of ELLs	164	ELLs as share of total student population (%)	95.91%
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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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained														0
SELECT ONE										4	4			8
Total	0	0	0	0	0	0	0	0	0	4	4	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	164	Newcomers (ELLs receiving service 0-3 years)	154	ELL Students with Disabilities	2
SIFE	38	ELLs receiving service 4-6 years	9	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	154	35	2	9	3	0	1	0	0	164
Total	154	35	2	9	3	0	1	0	0	164

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
TOTAL	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
TOTAL	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
TOTAL	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										72	49			121
Chinese														0
Russian														0
Bengali										3	4			7
Urdu														0
Arabic										3	2			5
Haitian														0
French										3	14			17
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										11	3			14
TOTAL	0	0	0	0	0	0	0	0	0	92	72	0	0	164

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)										27	33			60

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)										9	31			40
Advanced (A)										4	6			10
Total	0	0	0	0	0	0	0	0	0	40	70	0	0	110

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	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
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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.

LAB-R and NYSESLAT data indicate that 67.5% of our incoming 9th grade ELLs are testing as Beginners. This data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes and in our after school programming, students will see an improvement in their scores over time. Additionally, our ESL team is currently preparing to administer Rigby Benchmark assessment which will provide Fountas and Pinnell equivalents. While we will have identified student literacy levels, students will continue to be grouped heterogenously; however, more targeted interventions can occur.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As a second year school we administered the NYSESLAT for the first time in the Spring of 2013 therefore, we cannot establish clear patterns. However, given that nearly 2/3 of the school population are entering as beginners we project that students will advance in proficiency level with the consistent application of the INPS principles.
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](#))

Disparities between reading/writing and listening/speaking on the NYSESLAT modalities will help to inform content teachers to develop reading and writing skills to help our ELLs make greater progress in literacy. We will continue to expand our after school program attendance and extended learning opportunities to support the continued improvement of student literacy. Teachers work in interdisciplinary teams to develop and plan interdisciplinary projects that incorporate reading, writing, listening, and speaking skills.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our school, along with other pilot schools in the Performance Standards Consortium, was granted the opportunity to develop DYO Formative Assessment tasks and rubrics. Student work produced is analyzed by groups of teachers to look at literacy and numeracy development for particular students as well as for general student trends. As students progress from 9th grade through 10th grade, they are less reliant on native language supports as their English comprehension improves. There is an overall pattern of ELL achievement improving over time. As a result of looking at these trends across grades, teachers emphasize reading and writing, build in scaffolds and supports, as well as differentiate texts for students. Teachers incorporate a variety of choices for students to demonstrate mastery. As a result, students who do not fare as well on the Formative Assessments can be given interventions and supports earlier. While students complete projects in their native languages, no tests are taken in their native languages as we have 9 different native languages spoken in our school; however, when we offer Regents exams for the first time in 2014, students will have the option of taking the exam in their NL or receive oral translation for lower incident languages by a NYC DOE Approved vendor.

b. We do not use the ELL Periodic Assessment at this time.

c. n/a

Paste response to questions here:

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?
As part of the Internationals Network for Public Schools (INPS), every child's second language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:
- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning
 - Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society

- Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program
- Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
- One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

Based on the Internationals Approach, students' backgrounds are viewed as assets in the classroom. NYSESLAT and LAB-R information is shared with the students' teachers. Teachers take this data into account while planning instruction. Noteworthy information from parent interviews, the Home Language Survey and information on the child's education history are shared with the child's teachers. Teachers take this information into account while planning instruction. When possible we partner with community organizations to provide native language support as is the case with the French Consulate (French Heritage Language Program) which provides in-house native language courses for our students. All teachers are cognizant of the importance of strengthening our students' native language and therefore incorporate native language activities into the curriculum as often as possible. This may include giving students the opportunity to research or present projects or activities in their native languages. Through our in-house PD, teachers share best practices on how to incorporate native languages into curriculum. Finally, we have created 3 targeted small group instructional classes to support native language literacy development and numeracy skills. The classes are taught by Claremont teaching faculty and include Spanish numeracy, Spanish literacy and Arabic.

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.).
The success of our program is measured through the analysis of a wide array of data sources, including:

- Credit accumulation for 9th grade at 94%
 - Attendance rates - above 94%
 - Learning Environment Survey – student results
 - Learning Environment Survey – parent results
 - Learning Environment Survey – teacher results
 - Dropout rate
 - Student anecdotes
- New School Quality Review School Progress Report data

Part IV: 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 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](#).)
All students admitted to Claremont International High School from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. There are multiple pedagogues with various spoken

language proficiency administering the HLIS: Elizabeth Demchak [Principal-French]; Rosa Florentino [AP-Spanish], Sara Said [GH Teacher-Arabic]. The families of new admits, from out of the state or, most frequently, from their native country, fill out the HLIS (in their native language if available) with the assistance of one of the pedagogues listed above as only a pedagogue can administer the HLIS. In addition, an informal oral interview is conducted by one of the pedagogues listed above. Students then take the LAB-R within ten days of admission. The Lab-R is given on an ongoing basis as new admissions occur. Additional language support for pedagogues administering the HLIS including the following:

Tim Ross (Spanish-Global History/ESL)
Aly Kronick (Spanish-ESL)
Rob Carrillo (Spanish-SPED)
Glayds Pasapera (Spanish-Visual Arts)
Linnette Aviles (Spanish-Math)
Judilcia Perez (Spanish-Social Worker)

AP Rosa (licensed NLA Spanish) administers Spanish LAB-R for Spanish speaking ELLs.

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.

The above pedagogue team with the support of the bilingual school social workers facilitates the enrollment process. Within ten days of the entry date, the following steps take place:

- At the time of enrollment, a member or members of the team give the HLIS and prents are invited to view NYC DOE program choice videos, available in a variety of languages, and ask questions about the program choices. Staff members and ESL teachers who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support and social service agency support. An administrator attends the meetings.
 - In addition to viewing the video, a member or members of the team provide parents with program choice form so that they can make an educated selection for the type of program appropriate for their child.
 - Information describing the three program choices is reviewed with parents after the videos are shown at the orientation.
- Upon the availability of a Transitional Bilingual Education Program or a Dual Language Program currently not offered at our school but offered at an alternate site, parents will be informed via telephone call in their native language (by school staff or DOE interpretation support) and optional school face-to-face meeting.

After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the main office. Our community assistant and social worker also maintain copies of the forms.

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 [\[see tool kit\]](#).)

After the orientation, parents complete a program choice survey as provided. Liz Demchak, principal, is responsible for ensuring that all entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. All parent surveys and program selection forms are stored in the students' permanent files. A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned. If a Program Selection form has not be submitted, individual calls, in the native language using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to meet with an ESL teacher or school staff and complete the form. The school staff ensure that continuous entitlement letters are sent home in subsequent years. Within ten days of enrollment, the student is given the LAB-R. Students who have already opted in to the ESL program are given continued entitlement letters at the beginning of the school year and copies of these letters are kept in the students' files.

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.

Our school uses a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents have all requested an ESL instructional program on the program choice selection form which describes three options: TBE, DL and ESL. Placement letters are sent home to the students and copies are kept in student's file. The ELPC

screen is updated in ATS within 20 days of selection.

Our school attempts to hire personnel – professional and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education’s translation services to communicate with our parents in writing in their native languages

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.
All ELLs, as identified in the RLAT ATS report, take the NYSESLAT during the spring testing period as required by NYS regulations. All four sections of the NYSESLAT is administered by all teachers and test coordination is done by our AP. Students who are absent for any part of the test are tested during a series of make-up sessions. The school’s goal is always to test every ELL in the school.
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. 
Our school uses a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. A majority of our parents have requested Free-Standing ESL. Therefore, the program models at our school are aligned with parent requests. To monitor trends in parent choice, the parent Choice letters are collected and analyzed each year to determine trends. Our parents overwhelmingly select ESL as the program of choice, thus our parent choice and program offerings are completely aligned. As a second year, we only have 2 years of data to report on.

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])?
 - a. Instruction at our school is delivered collaboratively by teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art, and Physical/Health Education) who work to plan instruction for groups of approximately 100 students
 - b. Our school implements all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers group students within the block homogeneously if that suits the students' and block's needs for a specific project.
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)?

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. Each instructional team includes at least one teacher who is licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. Classes are 47 to 55+ minutes in duration, so a student will meet with his or her English teacher 4 times a week and the additional ESL time provided by our dual certified ESL and content area teachers. NLA usage/support is included as part of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio is maintained at 21 (average) students to 1 teacher to allow for more individualized instruction depending on the students' language abilities.
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.

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use to communicate with the whole class is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs.

Instruction is not uni-directional from teacher to student in our school. Students work in groups to complete collaborative project-based tasks that both develop language and content knowledge. Tasks are all common core aligned (as indicated in our teachers' curriculum maps) and designed to be engaging and relevant to students' lives as well as to build students content and language abilities and understanding. Principal observations and CFN achievement coach feedback ensure that the ELL accommodations are effectively implemented by all classroom teachers.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Native language screeners are used when possible to evaluate ELLs in their native languages. With approximately 9+ different languages spoken by our student population, many of our ELLs speak languages for which screeners are not available, so we rely on student peers, parents and community partners to provide feedback on native language projects.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All teachers understand that language acquisition must occur in all four modalities, meaning listening, speaking, reading and writing. Teachers work in collaborative teams with one or more licensed ESL teachers on each team, so these ESL teachers help the content teachers through the common planning of curriculum. Also, all content teachers have attended ELL specific professional development through INPS to ensure their understanding and give them tools to teach to all four of these modalities. Through the INPS core principles of collaborative and experiential learning, teachers make sure sure that students acquire new language through speaking and listening. With Common Core professional development, teachers also ensure students acquire language through reading and writing. Lastly, all students work on portfolio projects for each class which incorporate all four language learning modalities. These projects include written pieces, as well as presentations. The initial written piece serves as a diagnostic and can then be compared with the following formal and informal writing pices over the course of the year to evaluate

and understand students' progress over the course of the year. Formal and informal assessments including class discussions, running records and student portfolios are conducted multiple times over the course of the year. Thus, all four modalities are appropriately evaluated.

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).

Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all International High Schools. 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, including SIFE, newcomers, LTEs and formers ELLs, are met. This occurs in a variety of ways in all content area classrooms; while these instructional strategies benefit all students, they also can be specifically targeted to meet the needs of ELL subgroups:

- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.” This benefits Former ELLs and Long-term ELLs as students have the ability to select assignments appropriate to their levels. This is of particular importance to this subgroup of ELLs who crave high-interest tasks that are scaffolded to support their language development.

- 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. Having a variety of texts at different reading levels available benefits both SIFE and newcomer students as teachers are able to direct students to texts that are accessible to the student based on their levels. Over time and with the careful guidance of teachers, students can progress to reading incrementally more challenging texts.

- 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. Jigsaw readings are beneficial for SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs, and former ELLs as students strengthen their reading, writing, speaking, and listening skills in order to interpret the text, record the group’s discussion and then share the information back with their jigsaw group.

- 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. SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs and former ELLs benefit from collaborative group projects as students work together to navigate the problem and come up with creative ways to share their solution, oftentimes through the use of technology to aid in communicating their ideas.

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?

Instructional strategies and materials are selected to provide access to academic content areas and to accelerate English language development for our ELL-SWDs. Informal and formal evaluations at the beginning of the school year as well as conversations with the students’ previous teachers help to inform teacher of their students’ ability levels. Based on this data, teachers select instructional strategies and resources tailored to their students’ needs that promote access to content and acceleration of English language development. Through implementation of a highly differentiated curriculum, all students are assigned appropriate tasks tailored to their ability level allowing them to access the material. Teachers provide students with a variety of resources including leveled texts, video clips, and other visuals to aid students in accessing the information. All projects culminate in presentations of work to peers and, when possible, to outside guests. Therefore, in the completion of projects, students utilize all 4 language modalities, which aids in acceleration of English language development. Curriculum is all teacher-generated to best meet the various ability levels present in the classes. Teachers submit common core aligned curriculum maps which are shared with their colleagues for peer feedback and review. Technology is used in all classes for presenting projects, researching topics and final presentations, thus technology is key for communication, negotiation of content and presentation of knowledge. All ELL-SWDs are provided with appropriate support to ensure their growth and development. Our special education teachers meets regularly with the teachers and the students to provide support and track their improvement.

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?

Our school ensures that flexible programming is used to maximize time spent with non-disabled peers. All ELL-SWDs are

programmed in classes with peers. They also receive push-in support from their special education teacher . Our school philosophy relies on the strength of heterogeneous student populations working in collaborative groups to help one another, therefore, we value the presence of ELL-SWDs in our mainstream classes.

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	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

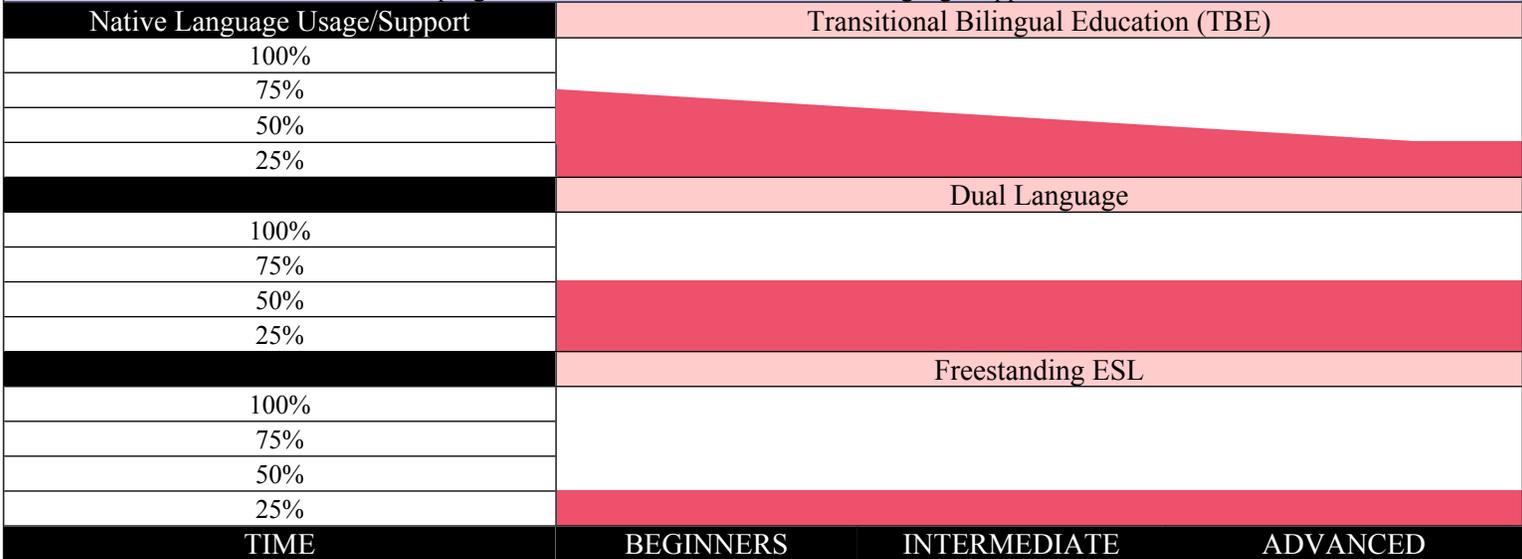
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

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.

Our after school program includes a series of targeted interventions geared towards supporting all of our ELL subgroups. Targeted students are encouraged by teachers, administrators and guidance counselors to attend appropriate classes or clubs to improve their academic performance. Students are encouraged to use both English and their native languages in all programs. Data from these programs is collected in the form of weekly attendance rosters, grade analysis of students attending these programs and teacher anecdotes. Teachers facilitating these programs utilize the “Internationals Approach”:

Homework Help: Targeted for Global, Algebra, Arts, Biology and English classes

Conversational English

French Heritage Language Program - this two-hour weekly program, taught in French, supports native language literacy for our francophone ELLs.

Achieve Now Program

Math Team

PLanned Regents Prep beginning in January 2014: Targeted intervention for Biology, Global History and Integrated Algebra.

In addition, Bangla and Spanish speaking students will participate in an AIS class that will meet 3xs/week for 37.5 minutes/day to strengthen native language literacy. The Bangla assistant teacher will further support students in core content classes to support academic language acquisition. During lunch on Tuesday through Thursday, the teacher will facilitate a small support group that is attended once a week by a Math/ESL teacher.

Spanish speaking students will participate in an afterschool class to strengthen native language literacy 2xs/week for 80 minutes/day.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

These programs are effective in a number of ways to meet both the content and language development needs of our students in their classes including Global History, Algebra and science. First, students get individualized help that targets specific content or language deficiencies and gives students tools to meet the standards. Also, research indicates that involvement in extra-curricular activities in high school is one of the few interventions that benefits students from low socio-economic status (Everson and Millsap 2005), so not only do the above-mentioned tutoring classes help with student achievement, but the numerous culture clubs, peer training, student government, yearbook and sports teams also help indirectly, because they increase attendance and motivation. Furthermore, since students in these clubs speak a variety of languages, they must use English to communicate, helping their language development. The effectiveness of these programs is measured through analysis of participants' grades, attendance, informal/formal assessments in the programs and teacher anecdotes.

11. What new programs or improvements will be considered for the upcoming school year?

We plan to increase our afterschool enrichment courses to include Regents preparation, our small group instruction classes (academic intervention classes) to include increased NLA component and we will increase technology use in all classes but targeting SIFE afterschool intervention (HW help)

12. What programs/services for ELLs will be discontinued and why?

As a second year school we are still developing and assessing systems and structures aimed at supporting ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Since over 95% of our students are ELLs, all school programs are “equal access and ELLs are represented in all programs.” In addition to the support and intervention services listed in the answer to question nine and ten of this section, we have the following after-school classes; while they may not all be “academic” in theme, all of them are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing of English:

- Drumming (R.Evolucion Latina)
- Theatre Club
- Photography Club
- Math Team

- Chorus (R.Evolucion Latina)
- Dance Team
- Geocaching
- MYNYC
- Art Talks
- Student Government
- Culture Clubs (Arabic, Latino)
- Sadie Nash Leadership Program

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Since all teachers design their own project-based curricula, teachers draw from multiple sources in compiling classroom curricula and materials including but not limited to resources from CCLS aligned Pearson online math texts, Since all of our students are multi-lingual, they are encouraged to use their native languages whenever possible to aid in communication with their peers or to aid in understanding of the content. Native language libraries and Spanish native language SIFE materials are used in the biology and global history classrooms. When possible, teachers incorporate native language materials into the curriculum based on the students' needs and ability levels. Some examples of curriculum resources include:

- QTEL Institute curricula
 - Harlem DNA Learning Center
 - Brain Pop! Videos in multiple content areas
 - Brooklyn Academy of Music
 - Technology (school has 2:1 laptop computers; and ipads)
 - o iMovie, Final Cut Pro (digital video cameras)
 - o Garageband (digital voice recorders)
 - o iPhoto (digital cameras)
 - o Powerpoint
 - o MS Word, Excel, PowerPoint
 - o SMART Board
 - o iBook
- SIFE native language Spanish social studies and life science libraries

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

All of our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Peers, community partners, family members and/or school personnel support students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All of the required services for high school-aged ELLs are available to our students

We use a wide array of resources in our school including teacher-made materials, textbooks on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

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.

Prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. A new family orientation meeting is held annually in June to welcome new students to our school

and to inform them about our school structure and activities. For students who enroll throughout the year, effort is made to place them in a class with a student, who shares his/her home language. Students receive a tour/orientation to the school and are immediately programmed for all classes. Students are invited to participate in all afterschool programs

18. What language electives are offered to ELLs?

French Heritage Language Program (in collaboration with the French Embassy in NYC) – this one-and-half-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French. Through a SIFE grant, a Spanish Literacy after school class is planned.

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)?

n/a

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.

1. PD begins with pre service training and is facilitated throughout the year during weekly team meetings and Friday Pds. The teachers, assistant principal, social workers, community assistants, paraprofessionals, and secretary at Claremont International High School participate in various professional development activities including intervisitations with other schools and collaborating with outside institutions. These professional development experiences allow teachers to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers. All teachers new to CLIHS or to an INPS school attend the INPS induction PD. In addition teachers attend a QTEL literacy or QTEL math PD sponsored by the CFN.

Teachers at CLIHS participate in weekly interdisciplinary team professional development as well as weekly Social Emotional Learning meetings. Our Inquiry Team meets weekly to plan professional development, arrange for outside specialists, and provide feedback related to Inquiry Team issues, action research, Internationals Network for Public Schools news, and other relevant organizational professional issues.

In-House Professional Development

- Curriculum Development: Teacher led meetings that focus on the CCLS; school wide grading policy; Consortium portfolio planning, Advance teacher evaluation system etc.
- Common Planning Time – Interdisciplinary team teachers meet to plan curriculum, cross content objectives and or projects and review class trends in academic and behavior performance.
- Team Meetings: All team logistical updates (I.e. field trips, student class changes). School wide planning announcements-intervisitations, goal setting, etc.
- Social-Emotional Learning: During the meetings faculty participate in case management, where students' academic and social emotional issues are addressed so that the team as a whole, with the support of the counselor and possibly community resources, can support students.

Other Professional Development

- Intervisitations with INPS schools

2. CFN 106 and INPS have offered several professional development sessions on Common Core. Teachers engaged in workshops that introduced them to Common Core Standards for their discipline, as well as helped them with strategies to implement Common Core. Furthermore, teachers developed Common Core aligned units and engaged in reflection, using the QTEL analysis tool. They then shared their curriculum and reflection, received feedback from other teachers, and revised their units accordingly. Principal and Assistant Principals visit the classrooms to provide feedback on implementation of common core aligned curriculum.

3. The social workers attend professional development provided by the Internationals Network for Public Schools. This PD is designed specifically for guidance counselors and social workers who work with ELLs to provide them with strategies for assisting ELLs as they transition from middle school to high school.

4. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in question one 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 eighty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and Election Day professional development that focuses on language and content integration, collaboration, prk, and a variety of inter-school project-based learning opportunities. All records of professional development activities are maintained in our Google Drive folder which is updated on a weekly basis by our Professional Development Committee

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?

1. Our social workers encourage parents to become involved in our school community by sending home monthly mailings and organizing monthly meetings. Monthly family association 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,” “Health Fair,” and “How to Help with Homework.” The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. On-staff translators and student assistants translate all content into several languages including Bengali, Spanish, and French. Our parents are encouraged to accompany the students on trips to colleges. Anywhere from 20-30% of our students’ families regularly attend Open School Night and Open School afternoon.

2. CLIHS partners with several different organizations in order to provide workshops and/or services to ELLs and their families including:

- a) International Rescue Committee (IRC): Provides parent workshops on its New York Resettlement Office programs: immigration services such as green card application and information for citizenship; adult continuing education services such as post-secondary education workshops and application help and GED referrals; and Youth Program [i.e. afterschool program and Saturday Learning Series program].
- b) City University of New York (CUNY): Provides parent workshops on immigration rights and services and information regarding Deferred Action for Childhood Arrivals (DACA).
- c) New Settlement: Provides parent workshops on parent engagement with the schools, school safety and advocacy.

All mailings relevant to these partner organizations are sent home are sent in both English and in the family’s home language. Translations are made possible through the NYCDOE translation unit or in-house by our multi-lingual staff.

3. Parent needs are evaluated through surveys and forms, which are distributed to parents and subsequently collected and analyzed. This occurs in the beginning of the year through the New Settlement-CLIHS School Learning Environment and School Safety survey. Parents are also surveyed through informal conversations over the course of the year at Parent Association meetings and Parent Teacher Conferences. The role of the social workers is to review the survey data and to work with outside partnerships to create a calendar of monthly meetings relevant to the parents’ needs and interests. The social workers also work closely with the parents over the course of the year and periodically surveys them formally and informally to monitor their concerns and questions about our school.

4. Parent involvement activities, including the workshop topics accompanying the monthly Parent Association meetings, are developed based on the results of the surveys described in the answer to question three above. Topics covered over the course of this year include: Introduction to CLIHS Curriculum, Graduation Requirements, College Prep, Financial Aid, Mentoring and College Readiness, Immigration, Internship, Knowing Your Community, Summer Plans and New Families Orientation.

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.

For the most up to date SIFE statistic (as required on page 2) please note that we have not submitted this year's BESIS report and are continually updating ELPC screen in ATS. The SIFE numbers are higher than currently reflected.

Part VI: LAP Assurances

School Name: Claremont International HS

School DBN: 09x564

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Demchak	Principal		11/15/13
	Assistant Principal		
	Parent Coordinator		11/15/13
Tim Ross	ESL Teacher		11/15/13
Maximo Santana	Parent		11/15/13
Sara Said	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		11/15/13
	Guidance Counselor		11/15/13
	Network Leader		11/15/13
Judicia Perez	Other <u>School Social Worker</u>		11/15/13
Hannah Kim	Other <u>School Social Worker</u>		11/15/13
	Other		11/15/13
	Other		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x564 School Name: Claremont International High School

Cluster: 1 Network: 106

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

Part A: Needs Assessment Findings

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

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: (1) Spanish - 73.68%; (2) Arabic - 2.92%; (3) Bengali - 4.09%; (4) French - 10.53%; (5) Fulani - 1.17%; (6) Indonesian - .58%; (7) Soninke - 2.34%; (8) English - 4.09%; (9) Twi - .58%. Copies of said information are shared with our Secretary, School Social Worker, Community Assistant, principal and others.

All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence in Spanish, French, Arabic, and Bengali including:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Parent Association meetings, etc.)
- b. Special events (Thanksgiving Feast, student performances and parent teacher conferences)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school

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.

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: (1) Spanish - 73.68%; (2) Arabic - 2.92%; (3) Bengali - 4.09%; (4) French - 10.53%; (5) Fulani - 1.17%; (6) Indonesian - .58%; (7) Soninke - 2.34%; (8) English - 4.09%; (9) Twi - .58%. Copies of said information are shared with our Secretary, School Social Worker, Community Assistant, and others. Because we have identified the need to have interpretation services for students and their families, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

- a. Open School Night (Curriculum night), Parent Association Meetings, SLT meetings, SKEDULA training, and other evening school events
- b. Discipline meetings with the administration
- c. Meetings with teachers about their children's academic performance
- d. Enrollment of new students in our school.

In addition, we utilize the NYC DOE Translation Unit, in-house school staff, outside translators, and parent volunteers to translate documents in a timely manner

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, based on the Home Language Identification Survey. We use the NYCDOE's Translation Unit, internal staff, parent volunteers, or outside organizations to provide translations of all school correspondence (in Spanish, French, Arabic, Bengali, and other languages), including templates that we can adapt for:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Parent Association meetings, etc.)
- b. Special events (Talent Showcase, etc.)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school
- f. School Progress Reports

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.

Because we have identified the need to have interpretation services for students and their families based on the Home Language identification Survey, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

- e. Open School Night, Parent Association Meetings, SLT meetings and other evening school events
- f. Discipline meetings with the administration
- g. Meetings with teachers about their children's academic performance
- h. Enrollment of new students in our school

Our social-emotional support team also uses the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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>.

Claremont International High School will provide timely translation and distribution of communications by utilizing the DOE Translation and Interpretation Unit, using allocated funds for translation/interpretation, utilizing previously translated documents available on the DOE website, utilizing School Messenger, which translates and sends automated messages to parents, and using the DOE's Translation & Interpretation Unit at 718-752-7373, ext. 4 for over-the-phone translations, as necessary. Parents will be provided with a Bill of Parent Rights and Responsibilities in their native languages so that they are aware of their rights regarding translation and interpretation services. An interpretation services sign is also posted near the entrance to the school to alert parents to how to access interpretation services. The school safety plan includes a stipulation for using our multi-lingual staff members as translators for communicating with parents.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Claremont International HS	DBN: 09x564
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 172
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At Claremont International High School we utilize a content-based ESL program for our recent immigrant ELL students. Teams of teachers (five on each team) design and implement their own standards-based, interdisciplinary, project-based curricula for the students they mutually share. All classes are taught in English and teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. All of our ESL teachers are fully licensed and all of our content area teachers receive more than 10 hours of ESL training annually. Several of our content area teachers are dual certified in ESL and their content area. Most course work in the classroom is completed in cooperative learning groups, where students are heterogeneously mixed (by language, academic level, gender, and ethnicity) so as to optimize opportunities for language development. Native language projects in various content areas are also a part of our interdisciplinary approach where students' native languages are fostered/further developed and literacy skills are reinforced in both languages. Each student's native language projects are maintained in a digital portfolio throughout the course of the student's academic career. All core academic classes (English, math, science, social studies, and the arts) meet four times weekly for 55-60 minutes each. We serve approximately 170 ELLs in 9th and 10th grade.

All of our recent immigrant ELL students have the opportunity to enhance their English further through participation in language-rich after school programs designed to meet their unique linguistic needs, including: visual arts, dance, chorus, drumming, student government, culture club, math team and photography. Our newest ELLs gain further support through before- and after- school tutoring, monthly Saturday events, special literacy and math electives.

The Title III LEP program provides English Language Learners with supplemental instruction in a Before School/After School Program and monthly Saturday activities. The instructional programs will service ELLs in mixed grades of high school who score at the Beginning, Intermediate, and Advanced levels on the NYSESLAT. Subgroups of students to be served include our SIFE population, Long term ELLs and ELLs with IEPs. A total of 3 teachers will work in the Title III LEP program. If a teacher is not dual certified in ESL and their content area, they will work in consultation with a licensed ESL teachers. Teachers are paid the per session rate:

After School Math Support/Math Team: One dual certified ESL/math teacher will work with up to twenty students. Instruction will focus on developing skills in both English and math literacy, through explicit instruction of new vocabulary learning (building on native language when possible), oral practice through discussion, and mathematical problem solving through Quizbowl and puzzles. Materials for this program include various math manipulatives. Classes will meet on Mondays for one hour and 20 minutes per week for 28 weeks from mid-October through June from 3:20-4:40pm.

Part B: Direct Instruction Supplemental Program Information

Afterschool supplemental conversational English and Literacy classes: 10 beginner/intermediate level students per class will work with one licensed ESL teacher to develop oral English skills. Classes will meet for one hour and 20 minutes on Tuesdays per week from mid-October through June from 3:20-4:40pm.

Afterschool Student Government: One dual licensed ESL/Global History teacher will support students English language acquisition through debates and inquiry/service learning projects. Classes will meet for one hour and 20 minutes per week on Thursdays from mid-October through June from 3:20-4:40pm. Additional sessions may be held when students organize school wide events.

Afterschool Newsletter: One dual licensed ESL/Global History teacher will support students English language acquisition and English literacy development through student published newsletter. The newsletter will be held on Wednesdays from mid-October through June from 3:20pm-4:40pm.

Before/Afterschool Academic Tutoring: 3 teachers will support students' language and content acquisition through small group intervention. Classes will also focus on preparing 10th grade students for the Regents exams in Global, Integrated Algebra and Living Environment.

Afterschool Sadie Nash Girls Leadership Program: A dual licensed ESL/Math teacher in collaboration with Sadie Nash Staff will facilitate a young women's leadership group to support student's language acquisition.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional development is critical to our efforts to improve instruction for ELLs. Our teachers seek out PD opportunities on many levels including school based PD, network level PD and PD from outside providers such as QTEL, Metamorphosis, Math for America, Internationals Network for Public Schools and CARA.

The schedule of in school professional development is as follows: Every Friday from November through May 2:27pm-3:17 (some sessions conclude at 4:00pm) our staff participates in professional development that is focused on improving the academic achievement of all ELLs and providing expanded learning opportunities for them including the following topics:

-Academic intervention design

Part C: Professional Development

- Project based learning for ELLs
- Differentiation of instruction for ELLs
- Language development for ELLs
- Analysis of student work in order to improve instruction/design interventions for ELLs
- Analysis of student assessments (formative assessment, progress reports, report cards, etc.) for ELLs
- Alignment of curriculum for ELLs with the Common Coor Standards

Peer observations/intervisitations - Each month the Internationals Network for Public school coordinates intervistiations during which teachers will observe each other teach and write reflections highlighting new strategies and techniques they have learned as a result;

Participation in Internationals Network for Public Schools Professional Development workshops - 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, Layered Curriculum, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development. The schedule for the INPS external PDs include Election Day (November), February 3, 2014 and foundation workshops that will occur at various dates during the spring semester.

Part D: Parental Engagement Activities

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

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

Begin description here: Our Student Student Support Team is very responsive to the needs of our parents. The Community Coordinator/Social Workers conduct a needs assessment to determine which CBOs to invite and which topics to cover at parent meetings. All information sent to parents regarding said meetings is translated and translators are available during the meetings. School Messenger automatically telephones parents in their native language to remind and inform parents of meetings.

Parent meetings are held on the 3rd Monday of every month from 5-6pm, unless there is a holiday and the PA meeting will occur on the 4th Monday. Some parent meetings/workshops are also held in the

Part D: Parental Engagement Activities

morning to meet the scheduling needs of as many families as possible.

The meetings are facilitated by the School Social Work team. Outside providers including the IRC and other local CBOs may present. Topics at meetings include:

- Training in the use of SKEDULA, as very few of our families have internet access at home. We have set up a parent room that is available for parents to use.
- Based on past needs assessments, we have scheduled meetings on the college application process specific to immigrant and ELL issues, credit accumulation and Regents, applying for financial aid specific to immigrant and ELL issues, internet safety, health issues, community involvement, and immigrant legal issues. Translation for our ELL families is provided. CBOs include the International Rescue Committee, New Settlement,
- Parents are invited to school events and other trips using School Messenger.
- ESL classes are provided on site by trained ESL instructors from a school CBO partner (IRC). The Title III grant will also support our school's efforts to increase the number of parent teacher conferences held throughout the year. In addition to the 2 Chancellor's conference days, Parent Teacher Conference will be held on a Thursday evening in February and in May, both respectively from 4pm-7pm.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		