

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

07X321

School Name:

CROTONA ACADEMY HIGH SCHOOL

Principal:

ANTHONY W. HARRIS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 07X321
School Type: Transfer High School Grades Served: 9-12
School Address: 639 Saint Ann's Avenue, Bronx, NY 10455
Phone Number: 718-402-8378 Fax: 718-402-8446
School Contact Person: Anthony W. Harris Email Address: AHarris21@schools.nyc.gov
Principal: Anthony W. Harris
UFT Chapter Leader: Jem Hill
Parents' Association President: Karen Smith
SLT Chairperson: Cinda Becker
Student Representative(s): Maylene Torres, Kenny Khan

District Information

District: 7 Superintendent: LaShawn Robinson
Superintendent's Office Address: Brownsville Academy High School, Brooklyn, NY
Superintendent's Email Address: LRobinson5@schools.nyc.gov
Phone Number: 718 402-8378 Fax: 718 402-8446

Cluster and Network Information

Cluster Number: Cluster 1 Cluster Leader: Christopher Groll
Network Number: CFN 108 Network Leader: Lisa Pilaski

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anthony W. Harris	*Principal or Designee	
Jem Hill	*UFT Chapter Leader or Designee	
Karen Smith	*PA/PTA President or Designated Co-President	
Ada Galan	DC 37 Representative, if applicable	
Kenny Khan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Debra Claudio	CBO Representative, if applicable	
	Member	
Cinda Becker	Member/Teacher	
Renee Hunter	Member/ Parent	
Ruth Rivera	Member/Parent	
Sherrye Straker	Member/Parent	
Maylene Torres	Member/Student	
Mae Sato	Member/ Teacher	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our mission at Crotona Academy High School is as followed:

“Our expectation of our students is the most important reason why our children excel or fail in the school. As educators, we share a common vision for our students and the school community to succeed. Crotona Academy High School seeks to build a learning community by developing lasting and meaningful relationships that focus on building the skills of our students to embrace high standards.”

All stakeholders are involved and play a specific role to enhance and improve academic outcomes at our school. Since parent involvement is imperative in the success of any school, we invite our parents and families to participate in several Parent Mixers and Family Night during the school year. When parents are actively involved students tend to improve academically and their attendance is consistent. Our students generally come to us from other schools and have not experienced success. Our youth advocates from our Community Based Organization (CBO) provide constant counseling to students by giving them strategies for success, job training to selected students, and will also assist families in crisis. Their primary function stems from the Learn to Work program. Every student at Crotona has the opportunity to gain valuable work experience by performing paid internships. Many of our service learning programs are initiated and carried out by our students.

We consistently strive to highlight student success through award ceremonies at varying intervals throughout each semester. Students receive awards and are publicly recognized for their academic progressive and performance. Students with excellent attendance and successive credit accumulation are also celebrated to keep them inspired and motivated. This also encourages students who are in need of academic improvement. Several communal bulletin boards are dedicated to showcasing students' successes. We invite several guest speakers at specific times throughout the school year in order to inspire and motivate our students with a different voice and from a different perspective. A special event is held to welcome our new students to the school in order to assist them in feeling connected to the new school community and setting. They have an opportunity to meet the entire staff, to ask questions, and to receive giveaways by answering questions posted by the staff. This also serves as a bonding experience for the students. Teachers use a student conferencing sheet to document several teacher/student conferences throughout each semester which informs each student on their academic performance, areas of strengths and areas in need of improvement. There is at least one activity each month which encourages community building. Some examples are the Annual Teen Summit, Spirit Week, CAHS College & Career Day, Movie Night, Annual Academic Art and Cultural Exhibit, Talent Showcase, Moving On Ceremonies, Pizza Parties, field trips, among others.

There is also a college and career board designated in a communal area for students and staff to be constantly exposed to upcoming college/career events. Events include but are not limited to college fairs, college trips and visits, and regular college café sessions are held for students to register and take advantage of the opportunity to be exposed and plan for the future.

Some of our school's strength: We began the revision of curriculum across the content areas to integrate the

Common Core Learning Standards [CCLS] to support higher level thinking and learning in the 2012-2013 school year. At the beginning of the current school year we have approximately 90% of our teachers using CCLS aligned curriculum maps. All teachers also currently use a common lesson plan template aligned with the Danielson rubric. One of our challenges based on the Quality Review 2012 report there was little evidence of students tracking their own progress in class. Since the beginning of the current school year, most teachers have begun to give more in-depth focus on having students track their own progress by maintaining their own daily performance trackers, perform regular self-assessment and rate their own understanding/learning throughout and at the end of each lesson.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The feedback from our 2012-2013 Quality Review Report indicated that we should improve in the following areas:

1.2: Deepen pedagogical practices to further develop effective teaching strategies that provide multiple entry points so that all students can access challenging curriculum.

2.2: Establish a system to align curricula with on-going assessment and grading practices so that instructional decisions can be revised based on student learning needs.

5.1: Create a system to evaluate and revise school level decisions and curricula to ensure alignment of practices to the Common Core Learning Standards.

In alignment with the Danielson Framework for Teaching [DFT] Rubric and the Quality Review Rubrics (well developed) the school leaders and faculty have been working collaboratively and have identified best practices and strategies to address improvement in these areas.

Indicator 1.2:

- Teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best informed by DFT
- Teaching strategies (including questioning, scaffolds in English/or native language where appropriate, and routines) strategically provide multiple entry points and high quality supports and extensions into the curricula so that all learners, including ELLs and SWD, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.
- Across the vast majority of classrooms student work products reflect high levels of student thinking, participation, and ownership.

Summary of Strengths currently being observed in 70% of teaching practice based on classroom observation reports.

- Teachers have two or more common-core aligned units
- Teachers are giving students more choice to access their way of learning and knowing
- Teachers are asking more higher order thinking questions that require students to analyze and explain their thinking;
- Implementation of school wide use of Depth of Knowledge [DOK] question stems as a scaffold for student led discussion/socratic seminars
- Students are required to use evidence to support their writing/argument
- Students are purposely grouped to maximize learning
- Teachers are including participation as a part of the daily rubric to encourage students to be more actively engaged in classroom discussions
- Daily student reflections on engagement are required and teachers conduct ongoing formative assessment

Indicator 2.2

- Across the vast majority of classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the schools curricula and offer a clear portrait of student mastery, thus providing actionable and meaningful feedback to students and teachers regarding student achievement
- The school uses common assessments to create a clear picture of student progress towards goals across grades and subjects, tracks progress, and adjust curricular and instructional decisions so that all students including ELLs and SWDs, demonstrate increased mastery
- Across the vast majority of classrooms, teachers' assessment practices consistently reflects the varied use of on-going checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students learning needs and students are aware of their next learning steps

Summary of Strengths currently being observed in 70% of teaching practice based on classroom observation reports.

- There is evidence of student self-assessment and daily performance tracking
- Most teachers have an online gradebook which allows students to monitor and track their own assignments and progress
- Most teachers require a students to maintain their own in class student performance tracking to identify area in need of improvement and highlight their strengths
- Most teachers conduct conferences with students to inform them of needs to be done to achieve mastery within the content unit being covered
- Teachers are improving the practice of utilizing baseline assessments and post-test to revise their curriculum and teaching strategies and re-group students

Indicator 5.1

- School leaders and faculty have an effective and transparent process in place to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS, with the focus on building alignment and coherence between what is taught and how it is taught [evaluation of practices of 1.1, 1.2, 2.2]
- School leaders and faculty have a process in place to purposefully evaluate the quality of school culture and the ways expectations are developed and shared among school constituencies, with a focus on making adjustments to support the expectations of the CCLS [evaluation of practices 1.4, 3.4]
- School leaders and faculty have the process in place to purposefully evaluate and adjust the use of organizational resources and the quality of teacher team work and professional development practices, with particular attention to what teacher need to learn to support student mastery of the CCLS [evaluation of practices of 1.3, 4.1, 4.2]

Summary of Strengths noted from collaborative discussions with school leaders and faculty and during teacher team meetings.

- School leaders and administrators are in the process of refining and implementing a school wide system of examining student work protocol adopted from NYCDOE to determine student needs
- School leaders and administrators are in the process of collaborating with common core learning standards experts to assist with effective use of evaluative tools
- School leaders and administrators are in the process of refining and implementing exhibition of common core units with student and teacher reflections on strengths and areas in need of improvement
- School leaders and administrators are in the process of refining and implementing monthly evaluation of the weekly professional development workshops and the parent engagement activities currently being conducted in our school

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the four core subject areas will be aligned to the common core learning standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Professional development sessions will be used to deepen understanding of DFT and revised curriculum alignment to Common core learning standard	Teachers & School Leaders	September 2014-June 2015	School Leaders, Teachers
2. Teachers will collaborate to examine , share and discuss students work products to identify gaps and areas in need of improvement in order to make the necessary adjustments in their curriculum School Leaders , common core specialist and CFN will support teachers. Provide students with small tutorial groups before and after school	Teachers, School Leaders, CFN, students, parents	September 2014-June 2015	School Leaders, Teachers
3. Teachers will self assess on components 3b and 3c of the Danielson Rubrics.	Teachers & School Leaders	September 2014-June 2015	School Leaders, Teachers
4. Each department will share best practices during extended PD time.	Teachers & School Leaders	September 2014-June 2015	School Leaders, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Common Planning Time, Outside PD, Time allotted for whole school community building activities, After School Regents and tutorial

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Our mid-point benchmark will be determined by looking at students work and analyzing how they have improved and master the content by the end of January 2015. We will also examine curriculum to see what has been revised in order to meet the needs of our students.
- Midpoint evaluation will be conducted between December 2014 and January 2015 to determine areas in need of revision and steps need to be taken in order to achieve success.
- Review Regents and scholarship data the end of January 2015 to measure progress and determine next steps

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The feedback from our 2012-2013 Quality Review Report indicated that *we have been doing well* in the following areas:

1.4 The school has established a safe, positive and nurturing school culture that supports student and adult learning

3.4 School leaders communicate clear expectations that promote on-going communication and collaborative effort of staff, partners and families which results in helping students achieve graduation and focus on post-secondary opportunities

Summary of Strengths practices currently being observed throughout the school

- There is mutual respect among student and staff
- Students have extensive new student orientation and lesson on discipline code to reinforce the expectation for student behavior and discipline
- Each student is known by at least one adult in the school
- School staff, youth advocates and our CBO staff South Bronx Overall Economic Development Corporation [SoBrO] meets with students regularly to address learning needs
- Teachers engaged in inter-visitation in which teaches conduct low inference observations to provide each other feedback using an established protocol
- School leaders consistently communicate high expectations as evident in weekly agenda, weekly instructional bulletin, informal walkthroughs, and informal observations reports
- Teachers use a common lesson plan template aligned to the Danielson rubric
- Teachers are engaged in regular on-going professional development, in-house, some offered by the network, some led by school leaders and teacher leaders
- Teachers are empower to facilitate professional development, share their ideas and spearhead new initiatives

Areas for Improvement:

- All of our teachers are currently engaged in frequent parent outreach, we would like to increase our parent/family involvement which is an integral component in every successful school and to improve student attendance and increase the number of students graduating in Cohort O by 13%. These students entered the 9th grade in the New York City Public School System in 2009. Their status is as followed:
 - Code 39: 32%
 - GED/YABC: 0%
 - Local Diploma: 0
 - Regents Diploma: 48%
 - Still Enrolled: 13%

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Each student at Crotona High School will have one adult advisor to consult and support them with academic success, by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ○ We are going to provide the following activities to increase parent involvement. One strategy we are going to use in order to increase parent engagement is: 1) We will establish a data base to inform parents of upcoming events, monthly parent conferences, mixers, workshops, etc. 2) Invite parents to school participate in outreaching to other parents, etc. 3) Parents will be part of our School Leadership Team 4) Parents will be invited to School Assemblies (Moving on Ceremony, Arts and Cultural Exhibition ○ Shares Danielson based rubrics, Common Core Learning Standards, Regents Examination and SAT information, College & Career Information, Citywide Instructional Expectations 	Parents/Families	September 2014-June 2015	Parent Coordinator teachers, school leaders, CBO, other school staff
<ul style="list-style-type: none"> ○ Provide online instructional support for students still enrolled at our school ○ Provide students with opportunities to earn additional credits through concurrent options [independent study] ○ Two teachers who are trained in implementing on-line credit recovery programs will facilitate our APEX program during the day. 	Students/Cohort O Students	September 2014-June 2015	School Leaders, teachers, CBO, other school staff
<ul style="list-style-type: none"> ○ Teachers, CBO, parent coordinator and other school staff will make daily calls and updates 	Parent, Families, Students	September 2014-June 2015	Teachers, parent coordinator, CBO, other school staff
<ul style="list-style-type: none"> ○ Translators will be provided for parent/student/teacher conferences, parent phone calls, meetings, and all parent workshops to allow parents with limited English proficiency to participate with ease and stay informed. 	Parents, Families, Students	September 2014-June 2015	Parent coordinator, CBO, other school staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

APEX, two trained teachers, incorporate APEX in students schedules

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Our mid-point benchmark will be determined by looking at students work and analyzing how they have improved and master the content by the end of January 2015. We will also examine attendance trend to determine if our outreach and support resulted in an increase in attendance. We will examine scholarship reports to determine the rate of credit accumulation and Regents passing scores with additional emphasis for the Cohort O
- Midpoint evaluation will be conducted between December 2014 and January 2015 to determine areas in need of revision and steps need to be taken in order to achieve success.
- We will consult with our CBO and guidance counselor to assess the preparation pathway for college and career readiness for students in Cohort O.

Part 6b. Complete in **February 2015.**

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|--|--|-----|--|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The feedback from our 2012-2013 Quality Review Report indicated that the school has established a safe, positive and nurturing school culture that supports students and adult learning (1.4)

Summary of Strengths currently being observe in the area of teacher collaboration

- Teachers currently meet twice per week to engage in professional development, share best practices, and strategies and clarify any concerns that they may have within their practice
- Teachers currently meet twice per week to engage in parental/family outreach, to discuss their findings and share effective strategies that are improving their practice as a result of any outreach made
- Most teachers currently participate in the established practice of inter-visitation, taking low inference notes, and giving each other feedback using an established protocol to share best practices
- Teachers collaborate and discuss progress report of their students
- Most teachers engage in the practice of using a common on-line grading system that allows students and parents to access their grades and track their own academic progress
- Teachers collaborate to examine their curriculum and some engage in inter-disciplinary planning
- Some departments are currently engaged at an advanced stage in mini-inquiry of literacy across the curriculums

Areas of Improvement

- Increase participation of inter-visitation to 100%. Our goal is to have every teacher participating in at least 1 classroom visit per semester
- Increase the rigor of the mini-inquiry team and have 80% of our teachers participating at a much more in-depth level
- Move in the direction of all teachers collaboratively using the same online database for student grades and access

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

All teachers at Crotona will participate in 4 cycles of inquiry to look at student work and make adjustments to curriculum, by June 2015

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Teachers will utilize common planning time to look at students work using protocol adopted from NYCDOE website	Teachers	September 2014-June 2015	Teachers, School Leaders
Upon examining students work and analyzing trends, teacher teams will make necessary changes to curriculum/units to accommodate students in the areas they need to focus on.	Teachers	September 2014-June 2015	Teachers, School Leaders
Provide teachers with coverage in necessary to allow participation in inter-visitation program	Teachers	September 2014-June 2015	Teachers, School Leaders
Increase the rigor of the mini-inquiry team and have % of our teachers participating at a much more in-depth level	Teachers	September 2014-June 2015	Teachers, School Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Common planning time for inquiry team meetings, schedule adjustments/coverage if necessary

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
<ul style="list-style-type: none"> • Our mid-point benchmark will be determined by looking at students work and analyzing how they have improved and master the content by the end of January 2015. We will examine scholarship reports to determine the rate of credit accumulation and Regents passing scores with additional emphasis for the Cohort O • Midpoint evaluation will be conducted between December 2014 and January 2015 to determine areas in need of revision and steps need to be taken in order to achieve success. 				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Feedback from the most recent Learning Environment Survey [LES] and the 2012- 2013 Quality Review Report indicates that our school is nurturing, support the professional growth of teachers and staff and consistently deliver the instructional and socio-emotional support that drives student achievement.

Summary of Strengths currently observed throughout the school in alignment with Quality review Rubric Indicator 4.1

- School leaders have a strategic, transparent system for managing professional development
- School leaders effectively design and facilitate professional development
- School leaders regular engage in professional development offered by the network or other sources
- School leaders support the development of teachers with feedback and next steps of frequent cycles of observations and analysis of student work/data
- School leaders give feedback that accurately captures areas of strengths, challenges, and next steps using the Danielson Framework for Teaching
- School leaders feedback articulates clear expectations for teacher practice, supports teacher development, and aligns with professional goals for teachers
- School leaders engage teachers in exploring the 2014-15 Citywide Instructional Expectation
- School leaders regularly celebrate teachers by highlighting best practices on weekly agenda and whole school celebrations

Areas to Improve

- School leaders and administrators are in the process of refining and implementing a school wide system of examining student work protocol adopted from NYCDOE to determine student needs
- School leaders are in the process of collaborating with teachers to engage them in structured inquiry-based work that promote the achievement of school goals and the implementation of CCLS(including the instructional shifts), and strengthen the capacity for teachers ([QR Indicator 4.2])
- School leaders and administrators are in the process of refining and implementing monthly evaluation of the weekly professional development workshops and the parent engagement activities currently being conducted in our school

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- All units of study within the four core subjects will culminate with a performance task, by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Collaborate with teachers to engage them in structured inquiry-based work that promotes the achievement of school goals and the implementation of CCLS [including the instructional shifts], and strengthen the capacity for teachers. to be done in bi-weekly teacher team meetings	School leaders, teachers	September 2014-June 2015	School leaders, teachers
2. Collaborative with common core learning standards experts to assist with effective use of the evaluative tool	School leaders, Network support staff, CCLS expert	September 2014-June 2015	School leaders, teachers
3. Refining and implement exhibition of common core units with student and teacher reflections on strengths and areas in need of improvement	School leaders, Network support staff, CCLS expert	September 2014-June 2015	School leaders, teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Common planning time for teacher team meetings, CCLS experts or outside professional development

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

6. The time line for implementation will begin September 2014 and will be ongoing through June 2015.
7. Teachers teams [example: math & science; ELA & social studies; art & PE] will examine students’ work to determine the areas of growth and areas still in need of improvement. They will use the data to make necessary adjustments to their curriculum
8. Review Regents and scholarship data the end of January 2015 to measure progress and determine next steps

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Feedback from the most recent Learning Environment Survey [LES] and the 2012- 2013 Quality Review Report indicates that our school creates a warm environment for families and takes advantage of community resources to enrich the civic life of the school.

Summary of Strengths currently observed throughout the school in alignment with Quality review Rubric Indicator 3.4

- Parents and students consistently rate academics, safety and respect, communication and engagement above overall city range of 95%
- Parents are kept informed of activities and updates through the schools monthly bi-lingual newsletter
- The school keeps an open door policy and the guidance counselor and social worker have assisted students and families in resolving family and living issues
- The school takes advantage of the community by partnering with South Bronx Overall Economic Development Corporation [SoBRO] to provide a Learn To Work program for our students to aid in the area of career development skills and expose our students and families to a variety of cultural activities and experiences
- The school takes advantage of the community by regularly hosting college and career fairs and inviting local colleges such as Hostos, Monroe, Mercy, CUNY, Berkley, Lincoln Technical Institute, ASA and local agencies such as FDNY, Marine Corps, The Army, and Local Pharmacists
- St. Mary’s Recreation Center employs many of our students and assist them in completing some physical education credits by working as trainers within the facility
- The District Attorney Office has provided workshop for students on their parents legal aid matters
- The local NYPD precinct has also collaborated with the school to giving workshops on gang violence and violence prevention
- The school partners with the [Living for the Young Family through Education] LYFE program local in the South Bronx high school campus to provide child care services for our students.
- Students, Parents, Family, and Community are always welcome at the school’s many events

Areas to Improvement:

- Many students are still experiencing strong family disconnects and rely on our school community for support.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015, we will increase the number of parents, and supportive agencies engaged with our students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> We are developing a database system to track our alumni to determine where they are [college, career, etc] 	School leaders, teachers, CBO, Parent Coordinator	September 2014-June 2015	School leaders, teachers, guidance counselor, CBO, Parent Coordinator
<ul style="list-style-type: none"> Partner with colleges to have students take college course to gain exposure to college work and earn AP credits 	Colleges	September 2014-June 2015	Guidance, counselor, CBO, school leaders
<ul style="list-style-type: none"> Invite more of our college enrolled alumni, to meet with our students to gain their insights of the pre-requisite to successfully enter and continue in college and the work force 	Alumni, Parents, Families	September 2014-June 2015	Guidance, counselor, CBO, school leaders
<ul style="list-style-type: none"> With assistance from Diploma Plus we will commit to enhancing services to our students who are close to graduation successfully transition to college and career. 	School Leaders, CBO, College Liason	February 2015-June 2015	Guidance, counselor, CBO, school leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- CBO – Youth Advocates
- NYC Diploma Plus Network
- SAT-ACT Preparation
- Gates Funding
- College and Career Point Person

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

<ul style="list-style-type: none"> Specify a timeframe for mid-point progress monitoring activities. 				
9.	The time line for implementation will begin September 2014 and will be ongoing though June 2015.			
10.	Review data base to determine the preparedness of our senior, college and career exposure and preparedness, application process. With a special emphasis on Cohort O.			
11.	Also to identify where our alumni are in college or career.			
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Baseline Testing Regents Analysis	Extended Time	Small Group/ One-to-One	During the day 8am-3:10pm
Mathematics	Baseline Testing Regents Analysis	Extended Time	Small Group/ One-to-One	During the day 8am-3:10pm
Science	Baseline Testing Regents Analysis	Extended Time	Small Group/ One-to-One	During the day 8am-3:10pm
Social Studies	Baseline Testing Regents Analysis	Extended Time	Small Group/ One-to-One	During the day 8am-3:10pm
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated Services	Individual Counseling	One-to-One	During the Day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

- Recruit teachers from substitute list
- Recruit locally and from the NYCDOE website
- Retain current teachers
- Utilize our hiring committee to interview candidates and require teachers to model a lesson prior to being hired

2b. 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).

- Teachers are engaged in ongoing focused professional development at the school
- Teachers are engaged in collaborative daily discussions, department meets, and mini-inquiry meetings
- Teachers are given frequent opportunity to attend outside PDs and are provided with professional development from the network or other outside resources offered by the UFT, Danielson, and others.
- Teachers engage in frequent cycle of inter-visitation and receive informal and formal timely and actionable feedback from school leaders

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not Applicable

3b. 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).

Not Applicable

Part 4: SWP Schools Only

4a. 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.).

Not Applicable

4b. 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.

Teachers are empowered to design their own CCLS aligned assessment, baseline assessments, and employ the use of Regents examination to gauge students' knowledge prior to testing

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	Not Applicable		
Title I School Improvement 1003(a)	Federal	Not Applicable		
Title I Priority and Focus School Improvement Funds	Federal	Not Applicable		
Title II, Part A	Federal	Not Applicable		
Title III, Part A	Federal	Not Applicable		
Title III, Immigrant	Federal	Not Applicable		
Tax Levy (FSF)	Local	\$931, 158	X	All pages including Goals

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Crotona Academy HS]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

The 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;
- 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 (SPC) Template

[Crotona Academy High 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 07	Borough Bronx	School Number 321
School Name Crotona Academy High School		

B. Language Allocation Policy Team Composition [i](#) 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 Anthony W. Harris	Assistant Principal Morlena Robinson
Coach type here	Coach type here
ESL Teacher Marlin Martinez	Guidance Counselor Collins Akonu
Teacher/Subject Area Marlin Martinez/Mathematics	Parent type here
Teacher/Subject Area Lucy Scott	Parent Coordinator Ada Galan
Related Service Provider type here	Other Debbie Claudio/CBO
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	110	Total number of ELLs	2	ELLs as share of total student population (%)	1.82%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										1		1		2
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	0	1	0	2

B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	0	0	0	1	0	1	0	0	1	
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										1				1
Advanced (A)												1		1
Total	0	1	0	1	0	2								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We used the New York City Performance Assessment in Literacy that is developed to measure reading and writing skills. After analyzing the results areas of strengths and weakness are identified to inform instruction.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Both students at Crotona scored at the advanced level for listening and speaking. In the past we noticed that the listening and speaking areas were the weakest areas. Emphasis for writing across each content area will be a priority for both ELL's.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The data revealed on the NYSESLAT for one student showed a significant improvement in listening /speaking, intermediate to advanced. The reading/writing portion did not improve.

4. For each program, answer the following:
- 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?

At present only one of our ELL's has shown significant improvement on regents results. The score on the English Regents for this student was at the high interval of level 3. Our second student started with us in October of this school year. We have not been able to ascertain or analyze his performance due to excessive absences. As noted our one student classified as intermediate was programmed for 240 minutes using our extended morning program, but he is no longer in the country. Our advanced ELL student received one-to-one tutoring in Living Environment, and English Language Arts from our content core teachers on alternating days from 8:00 - 8:38, Monday thru Thursday.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
- Our teachers design tiered lessons to allow every student to have access to the content. In addition, differentiated strategies specifically designed for our special population of students are incorporated in lesson planning.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Teachers collaborate on our special needs students during their planned circular 6 meetings. In addition, quarterly progress reports from each teacher are reviewed and assessed for patterns of strength and weaknesses. From this analysis the student's program is developed to meet individual learning needs.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Guardians and parents of students that are newly enrolled fill out a Home Language Identification Survey (HLIS). The HLIS administration is performed by a trained pedagogue. The HLIS identifies the language spoken and used at home. In these cases, one of our pedagogues has an informal interview. Then if needed, we will provide the Language Assessment Battery-Revised (LAB-R). Results on the LAB-R reveal whether a student requires services. Students will take a Spanish LAB to determine language dominance if the LAB-R results indicate a student is an ELL and Spanish is spoken at home.
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

We have an orientation for the parents of ELLs that are newly enrolled. The orientation provides information on all three ELL programs that are provided in NYC. Parents are provided with materials regarding the ELL programs. The materials are in the parent's home language. Translators are used to ensure that parents have information in their native language. We describe the ELL service options that are available and show a video available in 13 languages to further detail the program options. This video is on the NYC Department of Education's website. The choices described are Freestanding ESL, Transitional Bilingual, and Dual Language. At the conclusion of the meeting, we distribute and finally collect the Parent Survey and Program Selection form. The process at our school occurs in 10 days or less.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Parents complete the Parent Survey and Program Selection form right after they view the video during the registration and orientation process. If a guardian or parents request additional time to determine which program they would like for their child, then one of our school aides or office staff sends home follow up letters and makes phone calls to ensure that they return the needed forms.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
We interview each parent to identify the specific program of choice. We provide translators to assist parents in understanding and selecting the program that they may want for their child. Most of our translators are our professional staff. Occasionally, we hire a translator. We ensure that each parent has a placement letter during the enrollment process. Letters are securely kept in students' record files which is kept in the main office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We begin with our test coordinator selecting specific days to administer the NYSESLAT. The test coordinator schedules the staff to administer the NYSESLAT and identifies the students who need to be assessed. To identify student, we use ATS reports ((RELC or RLAT). We make certain that all students are assessed on all sections of the NYSESLAT. We train our teachers to administer the assessment. Teachers after the NYSESLAT is administered, score the writing portion. We review with our other teachers how our students performed.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)
Currently, we have two students who are ELLs. Both of their parents have selected our Freestanding ESL program. In past years, our parents of English Language Learners have also selected our Freestanding ESL program. The program model that is offered at our school is in alignment with the requests of our parents. Any parents who are interviewed that request a bilingual or dual language program will be referred to ESL Transfer Schools. Also, they will be encouraged to look at the ELL ProgramTransfer@schools.nyc.gov.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Crotona Academy has a math teacher who is working towards certification. Instruction is provided in English. The teacher is utilized as part of classroom lessons in a shared instruction model.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

Our ESL program is free standing and serves all of our ELL students. Our Mathematics teacher who is currently working on certification to be an ESL teacher uses Visions textbook and workbook series and practices writing, speaking and listening activities in class. Each classroom has a library that accommodates all levels of difficulty. Humanities classes use the presentation model to enhance verbal ability. We have adapted portfolio assessment so that each student can be evaluated at his/her own ability level. All of our classes have internet access thereby providing students with the ability to work individually at their own competency level. We also provided ESL push-in sessions for academic teachers when necessary. The teacher who provides ESL support and academic teachers have common planning periods in order to maximize student performance

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At the time of enrollment, students write a response (in their native language if they prefer) to a writing task that the literacy teachers have developed. This assessment provides information on students' language and writing skills. The teachers review the responses. Throughout the year, we look at student work to determine how our ELLs are making progress.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are evaluated in all four modalities: reading, writing, listening and speaking, throughout the academic year. Teachers review student work and plan instruction accordingly.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

N/A. We do not have any ELL-SWDs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

N/A. We do not have any ELL-SWDs.

Courses Taught in Languages Other than English

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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

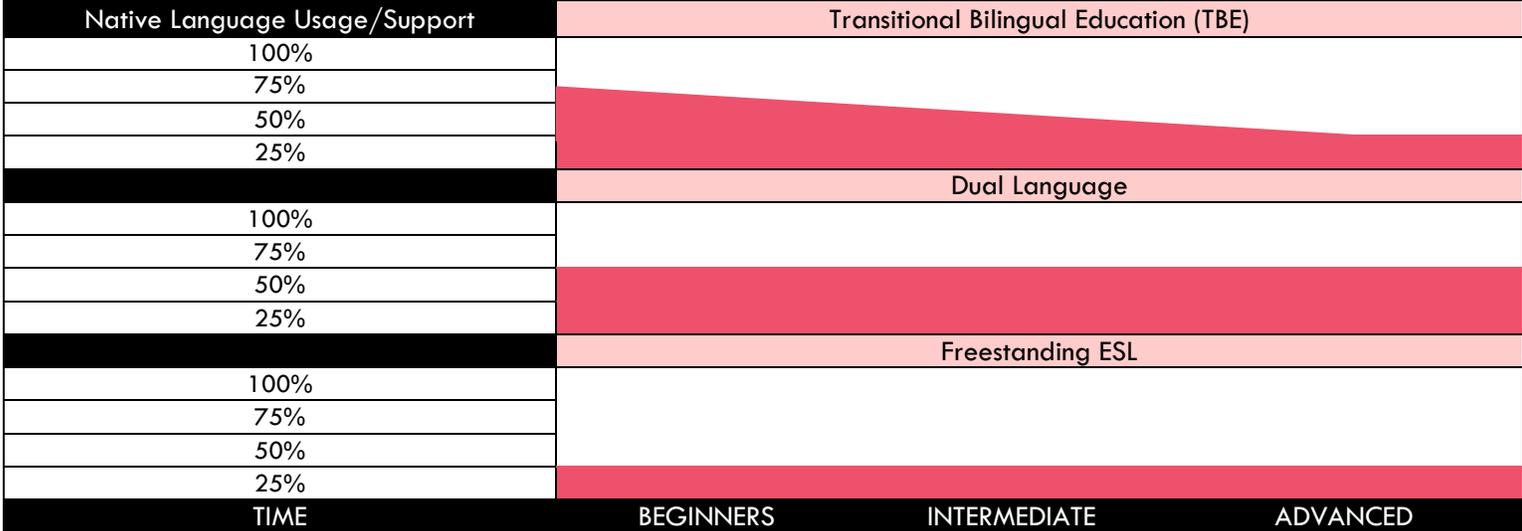
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

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

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

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

prepare students for the exam. The results of the NYSESLAT will help us to improve and refine our ESL instruction.

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Crotona Academy High School

School DBN: 07X321

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X321 School Name: Crotona Academy High School

Cluster: 01 Network: 108

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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