

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

DBN: (i.e. 01M001):

10x524

School Name:

CROTONA INTERNATIONAL HIGH SCHOOL

Principal:

JESSECA R LONG

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School: Grades 9-12 School Number (DBN): 10x524
School Type: High School-Day School Grades Served: 9-12
School Address: 2474 Crotona Ave, Rm 324A, Bronx NY 10458
Phone Number: (718) 561-8701 Fax: (718) 561-8707
School Contact Person: Jessica R Long Email Address: Jlong22@schools.nyc.gov
Principal: Jessica R Long
UFT Chapter Leader: Israel Soto Duprey
Parents' Association President: Elizabeth Olivo]
SLT Chairperson: Santiago Ruiz
Student Representative(s): Ouyada Sango

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, 8th Floor, Bronx NY 10458
Superintendent's Email Address: ELindse@schools.nyc.gov
Phone Number: (718) 741-5852 Fax: (718) 741-7098

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: CFN106 Network Leader: Vivan Orlen

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:

1. 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*.
2. 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.**
3. 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)
Jessica R. Long	*Principal or Designee	
Israel Soto-Duprey	*UFT Chapter Leader or Designee	
Elizabeth Olivo	*PA/PTA President or Designated Co-President	
Nikisha Turner	DC 37 Representative, if applicable	
Ouyada Sango	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Aissatou Barry	Member/Parent	
Judith Garcia	Member/Parent	
Gertrudis Valdez	Member/ Parent	
Abdul Diawara	Member/ Parent	
Janely Media	Member/ Student	
Anthony Duran	Member/ Student	
Anderson Tavaréz	Member/ Student	
Claude Naomi Kaine-Siazou	Member/ Student	
Julie Vattamala	Member/ UFT	
Nakita McNeil	Member/ UFT	
	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	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

4. **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.
5. **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.
6. **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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Crotona International High School's mission is to provide a high quality learning environment that prepares recently arrived adolescent immigrants to be resourceful self-advocates and actively contributing members of their communities. Crotona International students will graduate equipped to think critically about the world around them and to effectively communicate their ideas as they work with others to address problems, make decisions, and affect positive change.

Crotona International High School (CIHS) is unique because it serves a population of entirely newcomer immigrant adolescents who are classified as English Language Learners, about a quarter of whom are classified as SIFE (Students With Interrupted Formal Education), which means they may have attended little or no school and are not literate in any language. Like all members of the Internationals Network for Public Schools (INPS), CIHS instruction is based on a unique pedagogical model. The focus of this model is on (1) teaching English language literacy through the content areas, as well as using (2) heterogeneous ability grouping, (3) collaborative learning strategies & structures, and (4) project-based learning to achieve the goal of developing students' English language ability while developing their critical thinking skills and content area knowledge in all content areas, in line with the Common Core. The fact that our students speak over 15 different languages and come from over 25 different countries is a strength of our community, but also poses special challenges for communicating with parents. As a part of INPS, we are also part of a group of schools who are permitted by NYS to graduate our students based on Performance Based Assessment in all content areas, as an alternative to basing graduation requirements solely on Regents exam scores. Having opened in Sept 2011, this is our first year with a graduating class, and we grew our teaching staff by 25% in Sept 2014. This year we are participating in ongoing professional development in partnership with the Internationals Network for Public Schools to continue to build our capacity within our pedagogical model, particularly with new teaching staff, many of whom are experienced teachers in the NYCDOE and have past experiences teaching ELLs, but who are new to teaching a population of 100% newcomers within the INPS pedagogical model. Our biggest areas of growth in previous years have included DTSDE Tenets 2, 3, and 5, particularly the development leadership structures and opportunities for distributed leadership within the school, the development of curriculum appropriate for adolescent newcomer ELLS with coaching and teacher team structure supports, and the development of our restorative justice program to build culture & social-emotional support to students. Our biggest area of focus this year is in the area of DTSDE Tenet 4 Teacher Practices, particularly in terms of classroom instructional strategies that support students in engagement in rigorous tasks & thinking practices. Although we have not yet had a graduating class and have no previous data on graduation rates, our 2013-2014 school year data revealed a need for growth in the area of credit accumulation, which is also an area of focus for this year. It is also of note that we were opened in 2011 by NYCDOE as a Career and Technical Education High School with a program in Digital Media – Recording Entertainment Technology (audio & video recording and editing). Now in our fourth year, we are will be applying to NYS for approval and certification of our program; our seniors are participating in internships and will be sitting for certification exams in order to graduate with CTE-endorsed diplomas.

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

1. 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).
2. 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.

As per our 2013-2014 Quality Review, as well as internal observations by school leaders, network instructional supports, and Internationals Network for Public School ELL instruction specialists:

- Although teachers plan lessons with outcomes that are aligned with CCLS and tasks that require students to think critically and demonstrate their high-level thinking, teaching strategies and practices in implementing lessons with appropriate supports to ensure that students demonstrate mastery of these tasks is inconsistent across classrooms.
- The pattern of teacher- to-student interaction in full class discussions across classrooms tends toward call and response, with limited students in each class engaged during full class discussions, with teachers calling on the few students who raised their hands. This inconsistent use of teaching strategies that provide for high levels of student participation in well-matched tasks limits the opportunity for all learners to demonstrate their original thinking in class discussions and to produce meaningful work products.

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, 75% of students school wide will show progress towards reaching grade level benchmarks and completing required Graduation Portfolio projects with a Competent or higher.

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: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. 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>
Provide Professional Development for teachers from INPS, geared towards strategies in scaffolding & differentiating for students with mixed abilities toward rigorous thinking	Teaching Staff & Administrators	Nov2014- May 2015, city-wide PD days and bi-monthly in-school PD days	Principal, Instructional AP, teacher PD committee

Support students with little to no native language literacy through the use of educational reading software program Reading Horizons, as a building block/additional support toward benchmark and graduation-level rigorous work.	Students assessed and determined to have little to no native language literacy	Oct 2014-June 2015, with mid-year reassessment and possible adjusted appropriate placement of students	Reading Horizons trained teacher
Using Atlas software to assist with re-aligning curriculum maps.	Teachers	Sept 2014-June 2015 Content-area teams co-plan and provide feedback on Atlas maps 2x/week in content area team meetings	Teachers, Principal
Hiring of instructional AP with experience in INPS Model and Graduation Portfolio work to provide additional support to teacher teams in implementing strategies that allow students to access and meet goals in grade-level benchmark and graduation portfolio-level work	Teachers	Jan 2015	Principal
Parent Involvement and Engagement by implementing advisor-based weekly calls to parents around student academic progress, behavior, and social-emotional needs	Advisors	Weekly Oct 2014-June 2015	Assistant Principal

Part 4 – Resources Needed

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

Curriculum and staff development services will be purchased from Internationals Network for Public Schools (INPS):
Principal Meetings: Monthly and AP Meetings monthly
Weekly content-area team facilitators’ meetings, where teacher facilitators plan agendas, finalize protocols (for task quality & looking at student work), and troubleshoot teacher team work around preparing students for benchmark and graduation-ready portfolio tasks

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:

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

- Ongoing reading levels generated from Reading Horizons used to track student progress
- Quality of tasks & student progress monitored by principal through teacher & student work reviewed in content-area facilitators' meetings
- Use of new strategies monitored and evaluated through minimum of yearly classroom observations and feedback with teachers, formative assessment with students, plus inter-visitations from colleagues.
- All the instructional and support staff members complete a mid-year reflection and feedback discussion in their interdisciplinary as well as disciplinary teams. The focus of the reflection is collaboration to achieve student success as well as to check their own and their peers progress towards annual goals. The goal of the reflection is to celebrate areas of successes and identify areas of growth and come up with next steps.
- Staff will conduct a mid-year reflection as well as an end of year reflection.
- Trained staff members conduct students' language development assessments through QRI tools and revisiting credit accumulation data to place them in appropriate enrichment and remedial (Language and Literacy) classes each semester.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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 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

3. 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).
4. 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.

As per our 2013-2014 Quality Review:
 The implementation of a Restorative Practices Justice program engages members of the student support team (guidance counselor, social worker, dean, parent coordinator, and teacher/advisors), in ongoing planning and implementation, with members of the team planning a college and career readiness curriculum that is facilitated by advisors during grade 11 advisories. These practices provide opportunities for teachers to assume leadership roles in curriculum planning and development.

Priority needs:
 To increase rigor and critical thinking in instructional planning and pedagogical practices.

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.

By June 2015, we will raise our school-wide credit accumulation in core content areas by 20%.

By June 2015, 75% of teachers will have advanced at least one level in Domain 3 – Instruction of Danielson Framework.

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:	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>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
Tri-annual) 1-on-1 one data meetings with each teacher to review 2013-2014 credit accumulation, set goals for improvement of overall course passing rates, review student-level data in progress toward those goals, and reflect on achievement of those goals	Teachers	Oct 2014 (goal setting); Jan 2015 (student-level)	Principal

		progress); May 2015 (student- level and overall goal achievement)	
Use of Jumprope mastery-based learning database to track & make transparent to teachers/students/families all individual student outcomes at the course, student, outcome, and evidence of outcome mastery levels	Teachers	Sept 2014- June 2015	Principal
Teacher professional development on assessment: August PD and weekly content-area team meetings where teachers develop student outcomes, analyze student work/success rates on those outcomes, and make adjustments to instruction and assessment alignment accordingly	Teachers	Aug PD, weekly content-area discipline meetings	Content area team facilitators, Principal
Creation & implementation of Course Extension Courses during 4 th period & after school for English Language Learners needing more time to demonstrate mastery	Students	Nov 2014- June 2015	Guidance team, course extension teachers, principal

Part 4 – Resources Needed

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

--Jumprope database
 --Support from CFN106 data specialist/academic policy director to principal in designing data review calendar
 --Support from CFN106 and INPS in sharing best practices around outcomes based assessment & looking at student work protocols
 --Use of annualized terms & course extension policy to allow ELLs the time needed to demonstrate mastery
 --Weekly content-area team facilitators' meetings, where teacher facilitators plan agendas, finalize protocols (for task quality & looking at student work), and troubleshoot teacher team work around data review and course passing rates/credit accumulation

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	x	Title I Basic		Title IIA	x	Title III		Grants
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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:

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

- Ongoing student progress toward credit accumulation/outcomes mastery tracked through Jumprope for both core schedule & course extension courses
- Quality of assessment & student progress monitored by principal through content area teacher team meeting notes, bi-annual outcomes data review by content area department, and tri-annual individual teacher-principal meetings

Mid Point Benchmark:

At the end of first semester in February, progress of students assigned in credit accumulation and outcomes mastery classes will be evaluated and they will be kept in the same classes or reassigned to different classes. This process will be

conducted by teachers assigned for these activities, school leaders, guidance staff and data specialist.

Part 6b. Complete in February 2015.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. 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

13. 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).
14. 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.

As per our 2013-2014 Quality Review:

-The school leader provides weekly opportunities for teachers to work in collaborative grade level and content area teams. Embedded protocols for looking at student work and norms for discussion among team members ensure that teams engage in inquiry work aligned to CCLS, Citywide instructional shifts, and the principles of the Internationals Network of Public Schools.

-Teachers and staff members meet as partners, in content, grade level, and student support teams on a regular basis and members of the instructional team participate in structured professional collaborations and professional development activities that culminate in the implementation of shifts in instructional and program planning. They review digital student portfolios, identify necessary adjustments in process and expectations, and develop strategies that teachers can utilize to build their capacity to support student skills in creating student portfolios.

Priority need:

Development of instructional strategies so that the tasks developed by teachers require them to think critically and demonstrate higher order thinking.

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.

By June 2015, each teacher will have co-planned and successfully implemented a minimum of 2 tasks aligned with Graduation-Worthy Portfolio Project/ Benchmark rubrics, including 1 Career and Technical Education integrated task.

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:	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>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Professional development for teachers around CTE integration & around Graduation-Worthy Portfolio Projects to set expectations & standards, as well as provide ongoing professional	teachers	August PD, Election day PD, monthly in-	Principal, INPS, PD committee

development in the areas of depth, scaffolding/differentiation, and language development through content		school Monday PD	
Alignment review & adjustment of benchmark rubrics Graduation-Worthy Portfolio Rubric during content-area discipline collaboration meetings	teachers	2x/week per discipline, Sept 2014-Nov 2014	Content area team facilitators, Principal
Alignment of (1) collaborative interdisciplinary instructional team meeting time and (2) collaborative content-area discipline instructional team meeting time to (3)school-wide Professional development time, so as to advance the development, review, and improvement of this work in a cohesive and consistent manner	teachers	Weekly (content area team facilitators – Thurs, PD committee – Wed, Interdisciplinary team facilitators-Tues)	Content area team facilitators, Interdisciplinary team facilitators, PD committee, principal
Contracting of the Internationals Network for Public Schools consultants to provide rubrics, materials, and high quality PD around co-planning of Graduation-Worthy Portfolio Projects (tasks)	Teachers	Minimum 2/semester= nov, dec, feb, march for full staff PD; Portfolio committee meets weekly on Wed for items to be turnkeyed into teacher teams	Principal, teacher facilitators, INPS portfolio committee teacher representative, Portfolio committee

Part 4 – Resources Needed

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

- INPS Rubrics and PD modules
- Weekly meeting times for facilitators, teacher teams, and all-staff PD (see above)
- CTE integration & interdisciplinary materials from NYCDOE and NYS CTE offices
- INPS Portfolio
- Funds to pay substitutes/coverages & allow for intervisitations by teachers to their colleagues' classrooms as they implement co-designed tasks
- Funds to support additional course extension classes after school.

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	x	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:

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

20. Specify a timeframe for mid-point progress monitoring activities.

-All teachers must have implemented a minimum of 1 task by January, 1 by June

-Principal monitors teams' progress through meeting notes, reporting out & sharing of draft materials in the team facilitators meetings

-Teachers will provide periodic feedback on quality of professional development – informally through PD committee member check-ins with teachers & formally through mid-year and end-of-year feedback on PD to principal/PD committee, as well as mid-year and end-of-year team reflection & feedback sessions run by team facilitators.

Part 6b. Complete in February 2015.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. 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 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

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|-----|--|
| 23. | 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). |
| 24. | 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. |

As per 2013-2014 Quality Review:

The principal has developed four school-level goals that have been submitted as part of the school is Comprehensive Education Plan (CEP) and include improvement in teacher effectiveness, aligning curricula to CCLS, applying for approval as a Career and Technical Education Program, and improving school culture through the implementation of a Restorative Justice program. However, these goals are not written as measurable goals, are not tracked for progress, and are not directly aligned to team and individual teacher goals, hindering effective school wide efforts to improve student outcomes.

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.

By June 2015, each school leader will participate in a minimum of 1 series of differentiated professional development targeted to improve his/her capacity to lead school in reaching school-wide goals

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:	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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Principal will participate in monthly meetings for Principals with the Internationals Network for Public Schools (INPS), which addresses teaching practices, standards, problems of practice, and best practices for ELLs, with a particular focus on Graduation-Worthy Portfolio work (to support CEP goals 1 & 2)	Principal	Monthly, Aug 2014-June 2015	Principal, INPS]
[Assistant principals will participate in bi-monthly meetings for Assistant Principals with the Internationals Network for Public Schools (INPS), which addresses teaching practices, standards, problems of practice, and best practices for ELLs, with a particular focus on Graduation-Worthy Portfolio work (to support CEP goals 1 & 2)	Assistant Principals	Bi-monthly, Sept 2014-June 2015	Assistant Principals, INPS

Principal will participate in quarterly mentoring/PD afternoons around data and school accountability, with a particular focus on credit accumulation, with mentors from INPS and CFN106 (to support CEP goals 1&2)	Principal	October, December, February, April	Principal, INPS, CFN106
Assistant principal of instruction will participate in monthly norming with Principal around best practices in teacher observation, with particular focus around integrating the INPS rubric with the Danielson framework (to support CEP goals 1 & 2)	AP of instruction	January-June 2015	Principal, AP of instruction

Part 4 – Resources Needed

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

- Internationals Network for Public Schools PD
- Internationals Network for Public Schools Rubric/Danielson Framework Crosswalk
- CFN 106 Academic Policy Director

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.

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:

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

- School leaders meet weekly to debrief implementation of best practices from PD cycles & impact on classrooms.
- School leaders meet for ½ day in September, January, and June to reflect on and reassess progress toward goals.
- INPS principal & AP meetings focus on best practices for ELLs with a particular focus on Graduation-Worthy Portfolio work; success of this PD will be measured by impact of leadership on teacher practice through the achievement of goal #1 (by June 2015 each teacher will have co-planned and successfully implemented a minimum of 2 tasks aligned with Graduation-Worthy Portfolio Project/ Benchmark rubrics, including 1 Career and Technical Education integrated task) and subsequent student outcomes through the achievement of goal #1 (75% of students school wide will show progress towards reaching grade level benchmarks and completing required Graduation Portfolio projects with a Competent or higher).
- The success of principal data and school accountability PD will be measured by its’ effect on teacher practice and subsequent student outcomes through the achievement of goal #2 (20% increase in credit accumulation)
- The success of PD for the AP instruction around best practices in teacher observation will be measured through principal’s assessment of AP’s observations reports, including degree of appropriateness in ratings & the degree to which feedback is timely & actionable

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	Yes	No
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32.	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 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

- | | |
|-----|---|
| 33. | 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). |
| 34. | 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. |

As per our 2013-2014 Quality Review:

School leaders have developed school improvement goals and action plans through an analysis of student work products and school assessment data, and have included these goals and action plans in the school’s CEP. However, few members of the school community are engaged in the decision-making process of the development of those overarching instructional goals and action plans. Parents and students interviewed were unaware of the school’s instructional goals, and although the teachers interviewed were able articulate the school’s instructional focus of checking for understanding, they were not clear regarding the overarching instructional goals that are included in the CEP, and were not aware of the process for the development of those goals. This lack of clarity around school wide instructional goals hinder

Priority needs:

To increase communication methods and meetings with parents and develop effective ways to increase parent awareness and engagement in school’s goals

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 improve communication and provide a welcoming environment to parents as indicated by over 15% attendance at parent events.

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:	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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Provide parents with training & support in accessing up-to-date information on their children’s academic progress using the Jumprope database	Teachers & Parents	October 2014 and February 2015	Parent Coordinator, Computer/Data Specialist, Teachers

Host a minimum of 2 celebratory, community-building events students, staff and parents that also allow parents & students to become familiar with activities in the NYC area (Central Park, Pelham Park)	Teachers, parents, students	January 2015, June 2015	Parent Coordinator, Youth & Community Development Team
Advisors use weekly parent engagement time to contact each of their advisees parents in the language of choice & give regular updates on student attendance, academic progress, social-emotional development, and upcoming deadlines/events	Teachers & Parents	Weekly, with each parent being contacted a minimum of 1x/month	Advisors, Parent Coordinator
Host a minimum of 3 college-preparatory focused workshops to engage parents as partners in the college process	Parents	November 2015, February 2015, April 2015	College Advisor, Guidance team

Part 4 – Resources Needed

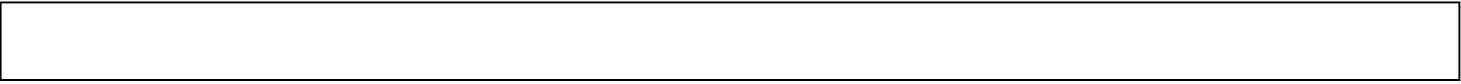
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
-College advisor, Parent coordinator, CARA college access program consultants -Jumprope database

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	x	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: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
-Bi weekly parent coordinator collects & principal reviews advisors’ logs of parent contact & connected Jumprope comments -Parent feedback debrief during January & June PTA meetings -Parent feedback at the end of each workshop/event -Principal meets with parent coordinator & college advisor in February & in June to review feedback & adjust next steps accordingly -Funding for refreshments at parent events				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	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)	We use a combination of data sources, including: teacher diagnostics, scholarship reports, previous Regents results, Jumprope outcomes and other assessment data	All students receive extra academic assistance through language-through-content focus in all core content areas. Recent immigrant ELLs receive after-school tutoring in English to build their literacy skills & improve on their ability to complete tasks for core content areas. Additional small-group (max 15) support for struggling students provided afterschool in ELA by an ELA/ESL certified teacher 2x/week after school, and by a second ELA teacher 1x/week after school and daily 4 th period	Small group tutoring (max 15)	After school and during 4 th period interventions
Mathematics	We use a combination of data sources, including: teacher diagnostics, scholarship reports, previous Regents results, Jumprope outcomes and other assessment data	All students receive extra academic assistance through language-through-content focus in all core content areas. Recent immigrant ELLs receive after-school tutoring in mathematics improve on their ability to complete tasks for core content areas. Additional small-group (max 12)	Small group tutoring (max 15)	After school and during 4 th period interventions

		support for struggling students provided afterschool in mathematics by Mathematics certified teachers (2 teachers have 2 groups a week, and 2 other teachers have 1 group a week); 1 teacher meets daily 4 th period with a group of 10 targeted students .		
Science	We use a combination of data sources, including: teacher diagnostics, scholarship reports, Jumprope outcomes and other assessment data	All students receive extra academic assistance through language-through-content focus in all core content areas. Recent immigrant ELLs receive after-school tutoring in science improve on their ability to complete tasks for core content areas. Additional small-group (max 15) support for struggling students provided afterschool in science by science certified teachers (3 teachers have 1 group a week, and 1 other teacher has 2 group a week);	Small group tutoring (max 15)	After school
Social Studies	We use a combination of data sources, including: teacher diagnostics, scholarship reports, Jumprope outcomes and other assessment data	All students receive extra academic assistance through language-through-content focus in all core content areas. Recent immigrant ELLs receive after-school tutoring in social studies to build their literacy skills & improve on their ability to complete tasks for core content areas. Additional small-group (max 20)	Small group tutoring (max 20)	After school & during 4 th period interventions

		support for struggling students provided afterschool in Social Studies by 2 teachers (1 ESL certified, 1 SS certified) 2x/week after school and daily 4 th period for each teacher		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are identified by referrals from teachers, administrators, or guidance personnel	Guidance Counselor, Social Worker, School Psychologist, Morris Heights school-based clinic mental health care professionals	Groups and one-on-one counseling	During advisory, language and literacy, lunch, after school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. 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

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.

Crotona International High School recruits highly qualified teaching candidates through both the NYCDOE Open Market system and via the Internationals Network of Public Schools, a non-profit organization that oversees and coordinates activities amongst the NYCDOE's 15 International High Schools. Through our membership in this network, we have access to resumes of the school system's most highly qualified pedagogues with vast experience working with ELLs, which is the demographic of 100% of all of the International High Schools' student populations. Our network also has its own in-house student apprentice program, I-START, in which the certification program curriculum (developed in conjunction with Long Island University) and student teaching practicum are aligned with the pedagogical philosophy of the Internationals Network for Public Schools, called the Internationals Approach. All I-START teachers-in-training work side-by-side with a mentor teacher in an International High School throughout their apprenticeship year. By the end of the year, they are deemed eligible by the NYCDOE to work as full-time teachers within the public school system. Many of these new teachers find positions within on the city's 15 International High Schools. Through this innovative program, the International High Schools "train their own" new teachers. CIHS currently has 1 teacher graduate of this program.

CIHS rate of teacher attrition is extremely low, due to opportunities for teacher leadership and high quality professional development. Through our team facilitators, discipline facilitators, PD committee, and Portfolio committee, teachers have great decision-making power in establishing, maintaining and altering school-wide policies. Further, professional growth of all pedagogues is fostered on two levels: bi-weekly content-area discipline meetings and weekly interdisciplinary grade level team meetings. During common prep periods, all teachers of the same subject area discipline meet twice a week in order to co-plan and to follow school-wide protocols in order to analyze and provide feedback on each other's curriculum, with a critical eye towards meeting the tenets of the Internationals Approach, as well as the school-wide goals as informed by the Danielson framework. Teachers also meet in their interdisciplinary teams twice a week in order to discuss student academic & social-emotional progress, and examine the work of their mutually shared students. In this way, all of a student's teachers come together to discuss his or her progress, as well as look for broader patterns in student learning that can be altered to improve student achievement. Because each interdisciplinary team includes one ESL-certified teacher and/or Special education teacher, each team member, regardless of subject area certification, learns about ESL & special education strategies to further enhance instruction across disciplines. All teachers also receive specialized training in ESL strategies and working with ELLs through network-wide professional development through the Internationals Network for Public Schools. They provide workshops during the summer, Election Day, and at various times throughout the school year through after-school seminars and teacher inter-visitations (peer observations at various IHSs).

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).

Our professional development begins in-house and reaches out to our external partners. In October teachers set yearly goals aligned with our instructional framework, they are observed a minimum of 4 four times per year and receive feedback and next steps. Teachers also engage in a mid-year check-in and end of year reflection process so that instruction is constantly improving, as well as a 1-on-1 data-based meeting with the principal. Teachers also meet in disciplines and grade teams weekly in order to conduct inquiry around student work, as well as using a protocol to share feedback on instructional tasks. The PD committee meets weekly to design PD calendar & sessions, review feedback, and regularly adjust the PD calendar & future PD agendas. Finally, we also reach out to our external partners: The Internationals for Public Schools, Children's First Network 106, NYC DOE Office of English Language Learner's for professional development. All of our teachers participate in differentiated PD through these organizations on topics such as graduation-worth portfolio tasks, outcomes based grading, scaffolding/differentiation, and literacy strategies for ELLs

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

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).

n/a

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.).

n/a

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.

Through our content area discipline meetings (2x/week) teachers engage in a regular practice of developing and/or selecting/revising ongoing assessments for their students. Our teachers of the Junior Institute (9-10th) and Seignor Institute (11-12th) plan common assessments once a week, and share across the grades for feedback once a week, to ensure alignment. Protocols and checklist used school-wide by discipline team members include as a criteria the depth and accessibility (scaffolding/differentiation) as well as the authenticity of assessments, which ensures that there are

multiple measures for students. Our outcomes based system requires that students be given a minimum of 3 different opportunities to demonstrate their learning in different ways, including projects and exams, and that students have the opportunity to revise/retake assessments that they initially are not yet proficient in.

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	\$297,309	x	12, 14
Title I School Improvement 1003(a)	Federal	n/a	n/a	
Title I Priority and Focus School Improvement Funds	Federal	n/a	n/a	
Title II, Part A	Federal	n/a	n/a	
Title III, Part A	Federal	\$29,820	x	12
Title III, Immigrant	Federal	\$1,464	x	19
Tax Levy (FSF)	Local	\$2,424,505	x	9, 12, 14, 17,19

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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Crotona International High School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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 International 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.



Department of English Language Learners and Student Support

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 New York, New York 10007
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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Crotona International HS	DBN: 10x524
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 119
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 3
of content area teachers: 5

Describe the direct instruction supplemental program here and include the

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

Begin description here: At CIHS, we utilize a content-based ESL program for our recent immigrant students. Our 24 teachers and 3 discipline coaches work in the context of 4 interdisciplinary teams to design and implement standards-based, interdisciplinary, project-based curricula for the 338 students they mutually share. Teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. Most course work in the classroom is completed in cooperative learning groups; groups are alternately and purposefully homogeneous or heterogeneous (by ability, gender, and first language, where possible), so as to optimize opportunities for language development.

As effective as these school-wide strategies are, the unique student population at CIHS -- new to the country and to learning English -- means that many students need supplemental support in order to pass the courses and Regents exams in a timely manner.

AFTER SCHOOL TITLE III INSTRUCTIONAL PROGRAM

1 ESL certified teacher will coteach with a Biology certified teacher. Title III supplemental services for Living Environment will serve 19 ELLs in grades 11-12. These students were chosen among all ELLs at CIHS because of one or more factors: SIFE status; low literacy in their native language and/or in English; persistent low achievement in the content class. Program start date: 10/13/2014. Program end date: 6/15/2015. Program times: 2:45-4:45pm for each section. Number of sections & day of week: 1 section on Fridays. Materials used: bilingual dictionaries, English dictionaries, materials adapted from QTEL & INPS. There are 27 sessions of for this section meeting on Fridays (2:45-4:45).

2 ESL certified teachers will coteach with 4 math certified teachers. Title III supplemental services for CC Algebra will serve 41 ELLs in grades 9-11 and for Algebra II, will serve 11 ELLs in grades 11-12. These students were chosen among all ELLs at CIHS because of one or more factors: SIFE status; low literacy in their native language and/or in English, persistent low achievement in the content class. Additionally, supplemental services are provided to a small number of stronger students in 10th grade to accelerate their progress towards success on the Regents exam. Program start date: 10/13/2014. Program end date: 6/15/2015. Program times: 2:45-4:45pm for each section. Number of sections & day of week: 4 sections of Algebra 1 for 9/10th graders--one each on Tues, Wed, Thurs Friday; 1 section of Algebra II/Trig for 11/12th graders on Thursdays. Materials used: bilingual dictionaries, English dictionaries, materials adapted from QTEL & INPS. There are 28 sessions of 2 hours for each section meeting on Tuesdays (2:45-4:45). There are 29 sessions of 2 hours for each section meeting on Wednesdays (2:45-4:45). There are 27 sessions of 2 hours for each section meeting on Thursdays (2:45-4:45) and for each section meeting on Fridays (2:45-4:45).

Part B: Direct Instruction Supplemental Program Information

1 ESL certified teacher will coteach with 1 social studies certified teacher. Title III supplemental services for History, including a particular focus on writing skills will serve 75 ELLs in grades 9-12. These students were chosen among all ELLs at CIHS because of one or more factors: SIFE status, low literacy in their native language and /or in English; persistent low achievement in content classes; skills in advance of the majority of students in their peer group and needing accelerated support. Program start date: 10/13/2014. Program end date: 6/15/2015. Program times: 2:45-4:45pm for each section. Number of sections & day of week: 3 sections of Global History 9/10, 1 each on Tues, Wed, and Thursday; 1 section of US. History 11/12th on Friday (late start date for US History = 2/2/2014) Materials used: bilingual dictionaries, English dictionaries, materials adapted from QTEL & INPS. There are 28 sessions of 2 hours for each section meeting on Tuesdays (2:45-4:45). There are 29 sessions of 2 hours for each section meeting on Wednesdays (2:45-4:45). There are 27 sessions of 2 hours for each section meeting on Thursdays (2:45-4:45) and 16 sessions of 2 hours for the section meeting on Fridays (2:45-4:45).

1 ELA/ESL dual certified teacher, in addition to 1 ESL certified teacher who will coteach with 1 ELA certified teacher. Title II supplemental services for ELA with a particular focus on writing skills will serve 58 ELLs in grades 9-11. These students were chosen among all ELLs at CIHS because of one or more factors: SIFE status, low literacy in their native language and/or in English; persistent low achievement in content classes; skills in advance of the majority of students in their peer group and needing accelerated support. Program start date: 10/13/2014. Program end date: 6/15/2015. Program times: 2:45-4:45pm for each section. Number of sections & day of week: 2 sections of ELA 9/10, 1 each on Tues & Thursday; 1 section of English 11 on Wednesday Materials used: bilingual dictionaries, English dictionaries, materials adapted from QTEL & INPS. There are 28 sessions of 2 hours for each section meeting on Tuesdays (2:45-4:45). There are 29 sessions of 2 hours for each section meeting on Wednesdays (2:45-4:45). There are 27 sessions of 2 hours for each section meeting on Thursdays (2:45-4:45) and for each section meeting on Fridays (2:45-4:45).

Throughout the CIHS program, including the after-school supplemental services, English is the language of instruction; however, purposeful heterogeneous grouping as well as collaborative instructional strategies support students in maintaining their native language, which is essential to their ability to develop their academic, intellectual, and social abilities.

Rationale for the selection of program/activities

Title III after-school programs were chosen because we wanted to ensure that students who were experiencing academic difficulties were provided with intensive individual and small group support in order that they have the highest chance in acquiring course credit and passing exams. In addition, we want to provide opportunities for acceleration for a smaller number of students with more advanced skills in mathematics and English literacy.

Times per day/week

After school Title III program courses are taught by the following teachers: On Tuesdays, 1 Social Studies-certified & 1 ESL certified (for SS), along with 1 ESL & English dual-Certified (for ELA), along with 1 math-certified & 1 ESL certified (for math) ; On Wednesdays: 1 ESL & 1 ELA certified (for ELA), 1 ESL & 1 SS certified (for SS), and 1 ESL & 1 Math certified (for Math). On Thursdays: 1 ESL & English dual certified (for ELA), 1 ESL & 1 Math certified (for Math) 1 ESL & 1 SS (for SS) ; and Fridays: 1 Biology & 1 ELA certified (for science), 1 ESL & 1 SS certified (for SS), 1 Math & 1 ESL certified (for Math) Nick Klinovsky (ESL - certified). They use Regents textbooks in English, Global Studies, and U. S. History, Regents prep books, and materials created and/or adapted by the teachers themselves. Co-planning

Part B: Direct Instruction Supplemental Program Information

occurs on Wednesdays 9:11 - 10:03, and focuses on integrating language development strategies with content instruction.

Program Duration

Social Studies, English, and Writing Skills will run from October 13 2014 through June 16 2015

Living Environment support will run from October 13 2014 through June 16 2015

CC Algebra and Algebra II will run from October 13 2014 through June 16 2015

Part C: Professional Development

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

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

Begin description here:

School-wide professional development for Title III teachers occurs every Monday 2:40 - 4:00 and is facilitated by ESL-certified teachers and coaches. These PDs target points of intervention and strategies for improving the academic achievement and language development of ELLs. Title III teachers apply their learning in both their regular classes and their supplemental after-school programs. This year, school-wide professional development includes:

11/3/14: Mentoring ELLs through the Portfolio Process Provider: INPS (Daria Witt, Trevor Safford)

11/10/14: Looking at Student Work: Assessing ELLs Portfolio work. Provider: INPS (Daria Witt, Trevor Safford)

12/1/14: Scaffolding- structured lessons for ELLs Part I Provider: INPS (Daria Witt, Trevor Safford)

12/8/14: Scaffolding- structured lessons for ELLs Part II Provider: INPS (Daria Witt, Trevor Safford)

12/22/14: Scaffolding -- building ELL-accessible Activity Guides Part I Provider: INPS (Daria Witt, Trevor Safford)

1/5/14: Scaffolding -- building ELL-accessible Activity Guides Part II Provider: INPS (Daria Witt, Trevor Safford)

2/3/14: Scaffolding -- planning for targeted language instruction Part I Provider: INPS (Daria Witt, Trevor Safford)

2/10/14: Scaffolding -- planning for targeted language instruction Part II Provider: INPS (Daria Witt, Trevor Safford)

Title III teachers are incorporating these reading strategies within their Title III supplemental services before and after school. Additional professional development will be focused on writing across the curriculum and incorporating specific language-development objectives into content classes. includes dates, times, names of providers and certification areas

In addition to these weekly and bi-weekly activities, Title III teachers develop their capacity to improve

Part C: Professional Development

ELL academic achievement and language development through professional development such as workshops provided through the Internationals Network for Public Schools. All teachers attend a one-day conference on the first Tuesday of November, at which they meet with their peers from our sister schools and attend workshops facilitated by ELL-certified teachers; recent topics include: layered curriculum, integrating language development and content instruction, web-based applications for the ELL classroom, incorporating Regents preparation into project-based math for ELLs, comprehensive college readiness for ELLs, ESL methodologies applied to various content-based high-level study, and meeting the academic and language needs of SIFE students; other workshops apply ESL methodologies to proven best practices curricula such as Reading Horizons and Facing History.

Part D: Parental Engagement Activities

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

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

Begin description here: The majority of our students are ELLs (and newly enrolled students are ELLs). Parental involvement at CIHS is difficult for several reasons: Many families fall below the federal poverty level, so parents often work two or more jobs; parents themselves experience difficulty making cultural transitions to a U. S. school system and are unaccustomed to being involved in their child's school; as our entire ELL population is 14-20 years old, a great number of them live with siblings or other more distant relatives or friends who do not acknowledge a responsibility to support our students academically, and many of our students live independently. Nevertheless, parent involvement at CIHS has been steadily increasing. At PTA meetings last year, an average of 25% of our ELL students had family representation, an increase from an average of 5-10% PTA involvement in the previous year. At the first meeting of new parents in September 2014, nearly 100% of new students had family representation.

Workshop topics for parents will include: Graduation Requirements & the Portfolio Process -- supporting your ELL child on the path to graduation (DATE: 10/24/2014 TIME: 5:00pm-8:00pm, provided by college advisor Julia Ramirez, and ESL certified teachers Jesseca Long & Ariel Nadelstern), Families of ELLs -- How your academic work in H.S. affects your postsecondary options (DATE: 10/19/14, TIME 9am-12pm, provided by College advisor Julia Ramirez & ESL-certified teacher Jesseca Long), and Common Core Curriculum--Strategies Supporting your ELL child's Success (DATE: 2/15/2015, TIME: 9am-12pm, provided by College Advisor Julia Ramirez & ESL-certified teacher Jesseca Long). Our Parent Coordinator and College Advisor, Julia Ramirez, meets with nearly all parents of graduating seniors, both individually and at college orientation meetings. A few parents are regularly involved in volunteering at CIHS, supporting the Parent Coordinator and other staff, and several parents provide translation and interpretation services during PTA meetings and parent workshops.

Parents of CIHS students meet on the third Thursday of each month, September through June, 5:30 - 7:30. Workshops are led by Julia Ramirez, Parent Coordinator and College Advisor, Dalisa Gomez, Guidance Counselor and Vanessa Velez, Social Worker, along with one certified teacher from each grade level.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem	_____	_____
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.	_____	_____
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 10	Borough Bronx	School Number 524
School Name Crotona International 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 Jesseca R Long	Assistant Principal Liana Maris
Coach	Coach n/a
ESL Teacher Ariel Nadelstern/ESL	Guidance Counselor Dalisa Gomez
Teacher/Subject Area Israel Soto/Social Studies	Parent Elizabeth Olivo
Teacher/Subject Area	Parent Coordinator Julia Ramirez
Related Service Provider none	Other none
Network Leader(Only if working with the LAP team) n/a	Other none

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.	4	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	1
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)	254	Total number of ELLs	245	ELLs as share of total student population (%)	96.46%
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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														
self-contained										3	3	3	0	9
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	3	3	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	245	Newcomers (ELLs receiving service 0-3 years)	239	ELL Students with Disabilities	14
SIFE	47	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	239	47	14	6	0	0	0	0		245

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	239	47	14	6	0	0	0	0	0	0	245
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
Spanish														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										81	71	62	0	214
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										2	0	0	0	2
Urdu										0	0	0	0	0
Arabic										1	3	1	0	5
Haitian										0	0	0	0	0
French										4	8	4	0	16
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										1	0	0	0	1
Other										2	2	3	0	7
TOTAL	0	91	84	70	0	245								

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)										77	63	47	0	187
Intermediate(I)										11	19	15	0	45
Advanced (A)										3	2	8	0	13
Total	0	91	84	70	0	245								

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													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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	0	0		0
Integrated Algebra	101	10	38	1
Geometry	0	0		
Algebra 2/Trigonometry	0	0		
Math _____	0	0		
Biology	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0	0		
Physics	0	0		
Global History and Geography	101	40	21	2
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 use two forms of assessment to determine early literacy of ELLs at Crotona International. All students at Crotona International are assessed using the Ed Performance reading test, an online assessment that determines Students' grade level equivalent reading score. This assessment takes place in the fall and again in the spring of each year. These

scores confirm placement for the Language and Literacy program (see below) and are also serve to trace literacy growth in our student population.

As part of our instructional program, Crotona International provides students targeted language instruction through the Language and Literacy program. While all content classes at Crotona are heterogeneously grouped, the L+L program relies on homogenous groupings of students based on the area of greatest need in their English language acquisition. Courses offered to students include Word Work which targets difficulties with decoding and phonemic awareness, Fluency which targets inconsistent pacing that impedes comprehension, and Guided Reading for students who are able to read in English but may need support in deepening comprehension, among others.

In order to place students for our Language and Literacy program, incoming students are assessed one-on-one using the Qualitative Reading Inventory (QRI) within the first month of school. The QRI invites students to read a passage at their comfort level in English while the assessor records both the amount of time taken to read and errors in decoding. Students are then asked a series of about five questions in a comprehension check. The data collected from the QRI includes decoding accuracy, fluency rate and comprehension skills. Data is recorded on a googledoc and referred to for programming and data analysis/instructional purposes.

In addition to screening new students using the QRI, returning students are assessed using the Language Assessment Rubric by their Language and Literacy teacher. Teachers offer students opportunities to read out loud and answer questions at their level during classtime, and use the rubric to determine students' strengths in areas of decoding, fluency and comprehension. This data is also captured on a googledoc spreadsheet and used for both programming and data analysis/instructional purposes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our LAB-R data indicates that 85% of our very new arrival 9th are Beginners, 15% intermediate, and less than 1% (0.03%) advanced. In 10th grade, 75% students are beginners, 23% intermediate, and less than 1% (.02) advanced. This indicates that between 9th & 10th grade our instructional program is moving students from Beg to Int level. In 11th grade, 67% of students are Beg, 21% Int, and 11% advanced. After this, the most crucial pattern we see is one of improvement – the vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed at our school. Generally speaking, we notice that students are moving from beginner in 9th to intermediate in 10th grade, and from intermediate in 10th to advanced in 11th. We would like to see more students moving into advanced levels by 11th grade, and more students moving into intermediate in 10th grade. It is of note, however, that 29% of 10th graders testing at the beginner level transferred into CIHS as 10th graders new to the country and are at the start of their 1st year of service; 32 % of 11th graders are in this same situation. In other words, looking at this aggregate data across grade levels may not show the full effect of our instructional program as a specific student move through the grades at CIHS. We look forward to continuing to see patterns in this data past the 3 years worth we have right now as a new school.
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](#))
As a third year school with no students yet in a graduating cohort, we do not yet have AMAQ data, and the reading/writing and listening/speaking data was unavailable on ATS this year.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our school, along with other pilot schools in the Performance Standards Consortium Pilot, was granted the opportunity to develop DYO Formative Assessment tasks and rubrics. Student work produced is analyzed by groups of teachers to look at literacy and numeracy development for particular students as well as for general student trends. As our current students are progressing from 9th grade through 11th grade, they are less reliant on native language supports as their English comprehension improves. There is an overall pattern of ELL achievement improving over time. As a result of looking at these trends across grades, teachers emphasize reading and writing, build in scaffolds and supports, as well as differentiate texts for students. Teachers incorporate a variety of choices for students to demonstrate mastery. To date, none of our students have taken the ELA Regents exam, but we look forward to analyzing this data in the future, and to look for correlations with our DYO. While students complete projects in their native languages, no tests are taken in their native languages as we have over 20 different native languages spoken in our school.

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

c. n/a

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](#).)

We are a high school; however, question 1 defines a large part of our RTI structure through our Language & Literacy Program

6. How do you make sure that a child's second language development is considered in instructional decisions?
- As part of the Internationals Network for Public Schools (INPS), every child's second language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:
- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning
 - Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society
 - Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program
 - Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
 - One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

Based on the Internationals Approach, students' backgrounds are viewed as assets in the classroom. NYSESLAT and LAB-R information is shared with the students' teachers. Teachers take this data into account while planning instruction. Noteworthy information from parent interviews, the Home Language Survey and information on the child's education history are shared with the child's teachers, guidance, social worker. Teachers take this information into account while planning instruction. When possible we partner with community organizations to provide native language support as is the case with the French Language Heritage Program which provides in-house native language courses for our students. All teachers are cognizant of the importance of strengthening our students' native language and therefore incorporate native language activities into the curriculum as often as possible. This may include giving students the opportunity to research or present projects or activities in their native languages. Through our in-house PD, teachers share best practices on how to incorporate native languages into curriculum.

7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

n/a - we do not have a dual language program

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- At this point in our school's development (beginning of year 3) we are able to evaluate the success of our program through analysis of a variety of items, most from the school progress report (unpublished):
- Course pass rate for grade 9 (2011-2012) and for grades 9 & 10 (2012-2013)
 - Regents pass rate: Mock Regents in Jan 2013 and actual Regents June 2013 & Aug 2013 (first administration -- Global History & Int Algebra only).
 - Attendance rates
 - Learning Environment Survey – student results
 - Learning Environment Survey – parent results
 - Learning Environment Survey – teacher results
 - Dropout rate
 - Student anecdotes

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

All students admitted to Crotona International High School who are from a junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, meet for an informal intake interview that usually lasts about 1 hour. This interview is conducted by one licensed pedagogue (this year, either L. Maris--SS, J. Long--Principal, w/ESL certification, A. Nadelstern--ESL), with the following individuals available for translation between that licensed pedagogue and the family as necessary: our bilingual-Spanish guidance counselor (Dalisa Gomez) or bilingual-Spanish parent coordinator (Julia Ramirez). If the family requires interpretation into a language other than Spanish, the DOE Translation Unit phone number is used by the licensed pedagogue to obtain that interpretation on the spot.

The informal intake interview begins with the licensed pedagogue (Long, Maris, or Nadelstern) doing the HLIS with families (in their native language when necessary, with the bilingual guidance counselor interpreting OR the use of the DOE Translation Unit phone number as needed).

The pedagogue (Long, Maris, or Nadelstern) then conducts the parent orientation individually for each incoming family: she reviews the 3 ELL program choices, offer families to watch the ELL program choices video in their native language, responds to any questions the family has, and fills out the Program Selection form with them (in their native language when necessary, with the bilingual guidance counselor interpreting OR the use of the DOE Translation Unit phone number as needed).

The pedagogue (Long, Maris, or Nadelstern) then walks families through filling out biographical & health info (such as the lunch form & the blue card, and providing immunization clinic & physician information from the area), and reviewing school info (dress code, school year calendar, student daily/weekly schedule, requirements for graduation in NY). Again, this is done in the native language when necessary, with the bilingual guidance counselor interpreting OR the use of the DOE Translation Unit phone number as needed.

In order to assess that the parents clearly understand the questions during the ELL Identification process and are afforded the opportunity to ask questions and express their concerns when necessary, an interpreter is used either in-house or through the DOE Translations Unit. Translations services are made available during the entire ELL Identification process. When required, the students are administered the Language Assessment Battery-Revised (LAB-R) within ten days of admission. When families are able to stay, the LAB-R is conducted just following the intake interview. During the first 6 weeks of school, the LAB-R is also administered 1x/week to students needing testing. As our intake is ongoing throughout September and into October, this system allows us to make sure no student is in school more than 5 days without taking the Lab-R. After the 1x/week LAB-R testing period, the LAB-R is administered to incoming students their first morning of school before the student begins classes for the day.

The pedagogues responsible for conducting the initial screening instruments and administering the HLIS and LAB R (if necessary) are Ariel Nadelstern, licensed ESL teacher. and Liana Maris, licensed Social Studies teacher & AP. Dalisa Gomez, licensed Spanish bilingual Guidance Counselor and Julia Ramirez, bilingual Parent Coordinator assist with interpretation as needed, or the pedagogue makes use of the DOE Translation Unit phone number.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual

Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

As a new school accepting more than 75% of our students over the counter, the vast majority of our students were referred by the enrollment office beginning in early August, and continuing through October. For parents of referred, new enrollees (who come directly to the school from the enrollment office, typically within 2hrs-2days of receiving the referral), meet on the spot with a licensed pedagogue: Principal Jesseca Long (licensed pedagogue-ESL), or teacher Ariel Nadelstern (licensed pedagogue-ESL) or AP Liana Maris (licensed pedagogue-Social Studies). The licensed pedagogue explains the three program options available to all NYC students during the one-hour one-on-one intake with each family (see #1 for more detailed description of intake interview). Native language translation is available as needed, with Dalisa Gomez (bilingual guidance counselor) or Julia Ramirez (bilingual parent coordinator) providing interpretation into Spanish, or with use of the DOE Translation Unit phone number. At this time parents are afforded the opportunity to view the DOE ELL Program video and to ask questions about each of the options.

If they prefer an ESL program, we place the student in our school.

If they choose otherwise, we make a note of their preference to be able to identify any trend indicating a need to adjust the school's program options. For any family making a preference of TBE/DL selection, Ariel Nadelstern (licensed pedagogue-ESL) keeps a googledoc that preference, along with the student & family name, address, and contact info. This information is also backed up in the Program Selection file folder (see #3), where copies of the PSF are sorted by program selection and easily accessible. The principal also has viewing access to this folder and the googledoc. Our protocol for informing families when a preferred program not previously available becomes available is as follows: When the number of students of the same native language group requesting a TBE or DL program reaches 20, Ms. Nadelstern sees this immediately on the googledoc where she enters this information. She is then responsible for sending a letter to the families (translated into their expressed language of preference) explaining that their preferred program is now available for their child, that he/she will be scheduled into that program, and that the family should contact the school with questions/concerns. The same letter is backpacked home, and individual phone calls made home to families. NOTE: Not yet having had enough families request a program other than freestanding ESL, we also put any interested families in contact with schools that have dual language or bilingual programs, with the help of the enrollment office.

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

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

After the intake interview, as Program Selection forms & HLIS are stored in a specific file by the licensed pedagogue who completed the intake (Long, Nadelstern, or Maris). As a double check, our ESL coordinator, Ariel Nadelstern, reviews all the completed forms in this file each week (as new admits roll in), and confirms the forms are filled out accurately. On the rare occasion that there are any omissions or unclear responses, Ms. Nadelstern contacts the family to clarify, or invites them in if necessary. She makes one copy of each form. The original is filed in the students cumulative folder, and the copy is stored in a file marked Program Selection Forms with the school year. If a form is not returned, the default program is recorded as Transitional Bilingual Education. A check-list of all students is also kept in this file folder, and students are checked off as the Program Selection forms are filed. The process is identical for the Parent Survey HLIS forms. Using the copies in the file folder, all info from the two forms is entered on the appropriate ATS screen (ELPC) within 20 days. Based on ATS reports and the results of student performance on the LAB-R (upon first time entry) or NYSESLAT (from the previous sprint) AND on the Parent Selection Form choices made by each student's family, Ms. Nadelstern prepares the Entitlement, Continued Entitlement, Non Entitlement, and Non Entitlement/Transition letters for each student. The original is mailed home along with the Placement Letter, which honors parent choice. One copy is stored in the year's ELL entitlement letter files, and one copy is stored in each student's file.

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.
Students are placed in their program of choice based upon selections made on the Parent Selection Form on the very day that they come in for intake. If the parent selects a program not currently available at our school, the licensed pedagogue conducting the intake (Long, Nadelstern, or Maris) records that parent choice on a googledoc used to track trends in parent selection, and explains to the family that the student will be placed in their program of choice as soon as a minimum of 20 students' families request that same program. In the meantime, the student is placed in the family's next choice of program that is currently available at the

school. This entire conversation is translated into the family's language of preference either by one of our bilingual staff (Dalisa Gomez, bilingual guidance counselor; Julia Ramirez, bilingual parent coordinator) or using the NYCDOE Translation & Interpretation Unit phone number. This information is entered on ATS ELPC screen within 20 days.

All incoming ELLs are administered the LAB-R exam within 20 days of their arrival by a licensed pedagogue (Ariel Nadelstern or Liana Maris). Ariel Nadelstern then uses the results of these exams (for brand new students), in combination with information generated off of ATS providing students' NYSESLAT scores from the previous spring (where applicable) to generate the appropriate letter for each student: Entitlement, Continued Entitlement, Non Entitlement, or Non Entitlement/Transition letter. The original is mailed home along with the Placement Letter, which honors parent choice (as recorded on the Program Selection form and in ELPC on ATS). One copy is stored in the year's ELL Entitlement Letter file, and one copy is stored in each student's file. All letters are prepared, sent home, and filed in the parent's language of preference.

If parents are interested in a program change, they are able to meet with the principal to discuss such issues, also with the help of interpreters.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. In previous years, all of our parents have selected as a first choice Free-Standing ESL. This current year, 3 families have selected bilingual Spanish. Each year the licensed pedagogue doing intake records family preference onto a googledoc intended to track trends in program selection, which allows the school to adjust programming accordingly. As soon as 20 families request an unavailable program, the principal is informed so that program can be made available & parents informed via letter & phone call in their preferred language.

In our third year, we have a small amount of data to review for trends. In previous years, all of our parents have selected free-standing ESL as a first choice, and thus this is the program that we currently offer. We have not yet had any parents select transitional bilingual, and 2 families to date have selected bilingual Spanish as a first choice, which does not meet the minimum number of student necessary to open a program. Our parents overwhelmingly select ESL as the program of choice, thus our parent choice and program offerings are completely aligned.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Instruction at our school is delivered collaboratively by teams of five to six teachers (Math, Science, Social Studies, ESL/English, CTE/Digital Media, and Physical Education) who work to plan instruction for groups of approximately 90 students each.
 - b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project. For our RTI Language & Literacy Program, students are grouped homogeneously by language/literacy need, and therefore students from all grade levels may be in any given class.

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

All students are carefully programmed to be certain they have the mandated number of minutes of ESL through the Internationals' model of language development through content. Our ESL teachers are spread across teams to ensure equal access to ESL instruction across the school, with more in the 9th/10th grade teams than the 11th (where there are more beginner students requiring more mandated minutes). All ELLs classified as beginners receive a minimum of 540 minutes of ESL per week (eg: 300 minutes in ESL through Social Studies, 300 min in ESL through ELA, 180 minutes in Language & Literacy intervention class). Those students classified as intermediates and advanced receive the same, which is more than the minimum 360 minutes of ESL per week. In addition to each team's certified ESL teachers, the content area teachers on each team are trained in language development and ESL methodologies. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio target number is 25 students to 1 teacher to allow for more individualized instruction depending on the students' language abilities.

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

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

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

(Internationals Network for Public Schools) coach works with all content area teachers to incorporate ELS methodologies in all content classes.

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

In order to assess students' literacy in English & their native language, each student in our incoming class participated in a 30-min language/literacy assessment, consisting of a one-on-one running record QRI assessment of their decoding, fluency, and comprehension. The results of these assessments are used to place students in a Language & Literacy Intervention period, and are shared with teachers to guide them in 1) their selection of language & reading-level appropriate materials for classroom use and 2) their selection of instructional strategies appropriate for students with levels ranging from no oral/written English and strong language & literacy skills in their native language, to students with intermediate oral English and minimal to no literacy skills in any language. Currently, we are able to do a basic screening of some students in native language using Spanish Lab_R (for newcomers), and using adaptations of the QRI in Spanish, French and Arabic. With over nearly 20 different languages spoken by our student population, however, many of our ELLs speak languages for which screeners are not available, so we rely on student peers, parents, and community partners to provide feedback on students' written & oral production in NL throughout the year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. In our 3rd year, our SIFE program is in development. We are implementing SIFE strategies in content classes when appropriate to differentiate instruction in such a way as to meet SIFE student needs. We are providing small group support to previously identified SIFE students through Language & Literacy Intervention class, and are working to identify newly enrolled SIFE students as well.

b. Over 75% of our ELLs are Newcomers this year. Consequently, our program is in large part designed to serve the needs of Newcomers. Newcomer ELLs are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Newcomers also participate in Language & Literacy Intervention, a homogeneous grouped course that focuses on targeted language & literacy skill development.

c. For our ELLs who have been in the country from four to six years, they continue to be placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes continues to be project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding and differentiation. In addition, the ELLs participate in Language & Literacy courses appropriate to their level of language development (homogeneously grouped). They also have the opportunity to participate in after-school tutoring sessions designed to accelerate their language and literacy skills with a particular focus on academic language in all content areas.

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

e. Although at this time we only have 9 former ELLs, we have already noticed that these students -- despite testing out of ELL services -- are still second language speakers of English & benefit from the strategies & instruction of the International Model as they continue to develop more sophisticated academic English language. Our differentiated instruction within the heterogeneous classroom ensures that these students are sufficiently challenged to develop at their own pace.

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?

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

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

Our school ensures that flexible programming is used to maximize time spent with peers who do not have IEPs. All ELL-SWDs are programmed in classes with students in general education (ICT); they are only apart from their inclusion classes during language & literacy, where they receive support according to their IEP and the QRI assessment analysis. Our school philosophy relies on the strength of heterogeneous student populations working in collaborative groups to help one another, therefore, we value the presence of ELL-SWDs in our mainstream classes.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

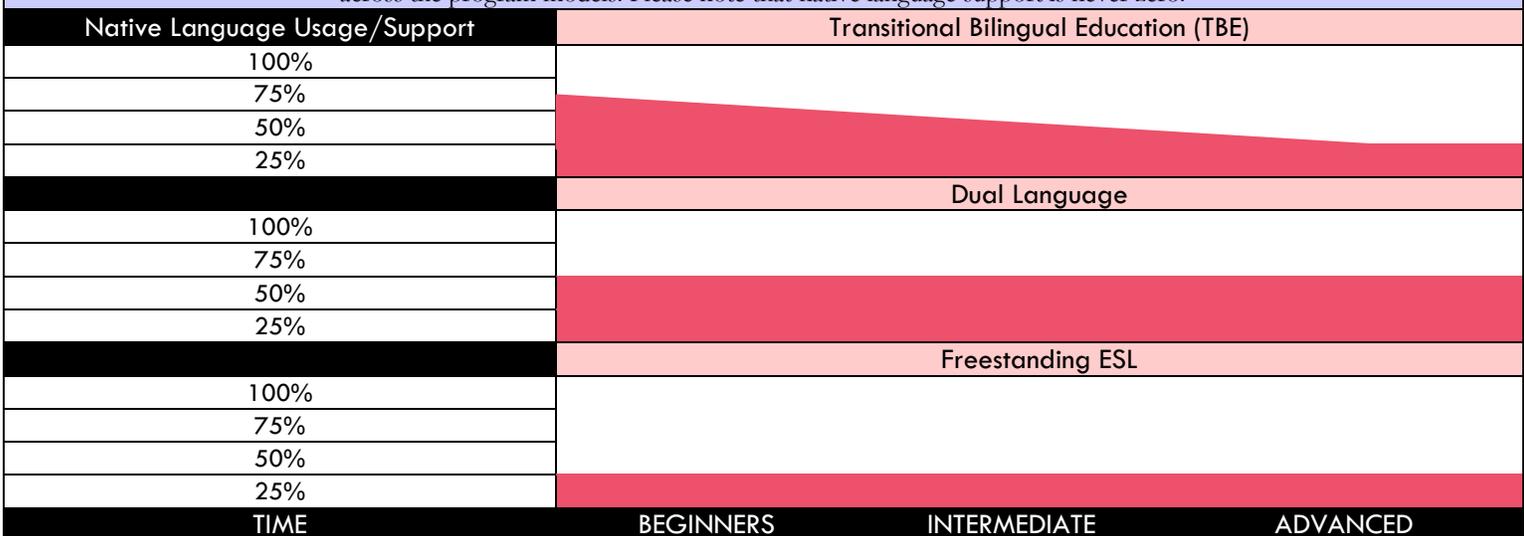
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our after school program includes a series of targeted interventions geared towards supporting all of our ELL subgroups. Targeted students are encouraged by teachers, administrators and guidance counselors to attend appropriate classes or clubs to improve their academic performance. Students are encouraged to use both English and their native languages in all programs. Data from these programs is collected in the form of weekly attendance rosters, grade analysis of students attending these programs and teacher anecdotes. Teachers facilitating these programs utilize the "Internationals Approach":
- French Heritage Language Program (in collaboration with the French Cultural Heritage Center) – this two-hour weekly program supports native language literacy for our francophone ELLs. This class is taught in French
 - Individualized After School Tutoring/Outcomes Make Up In ELA, Math, Science, CTE, US, and Global Studies -- each teacher on staff offers 1 hour/week of afterschool tutoring/outcomes make up for students, during which students are able to strengthen literacy & numeracy skills & receive individualized assistance with homework assignments.
 - Regents prep additional support -- 4 additional hours/week/content area of Regents prep is available for all students who are preparing Regents in that content area; students who have attempted the exam once and not passed are even more strongly encouraged to attend
- Opening Act--2hrs/week available for improv & performance development program, where students develop both English & native language through theatre
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- These programs are effective in a number of ways. First, students get individualized help that targets specific content or language deficiencies and gives students tools to meet the standards. Also, research indicates that involvement in extra-curricular activities in high school is one of the few interventions that benefits students from low socio-economic status (Everson and Millsap 2005), so not only do the above-mentioned tutoring classes help with student achievement, but the numerous culture clubs, peer training, student government, yearbook and sports teams also help indirectly, because they increase attendance and motivation. Furthermore, since students in these clubs speak a variety of languages, they must use English to communicate, helping their language development. The effectiveness of these programs is measured through analysis of participants' grades, attendance, informal/formal assessments in the programs and teacher anecdotes.
11. What new programs or improvements will be considered for the upcoming school year?
- Reaching out to the Mayor's office tech program Digital Ready to support our CTE program.
Development of 90 internship sites over the course of this year, for rising 12th graders to begin in summer and into Sept/Oct 2014
Documentary Project through French Cultural Heritage
Saturday academy for additional Math & ELA & CTE support
Longer-running summer program, including Regents Prep & Summer Bridge (in addition to outcomes make-up from previous years)
College Now - credit bearing college courses for students
12. What programs/services for ELLs will be discontinued and why?
- None. In our 3rd year, we are still at the point of building our programs .
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Since over 90% of our students are ELLs, all school programs are "equal access." In addition to the support and intervention services listed in the answer to question ten of this section, we have the following after-school classes; while they may not all be "academic" in theme, all of them are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing of English:
- Chess Club
 - Student Government
 - CTE Music/Recording Club
 - School Newspaper Club
 - College Now
 - Soccer Team
 - Cheer team

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

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

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

-Technology: 2 iMac destop lab & 3 macbook pro cart, 12 digital cameras, 6 video cameras, 6 flipcams

-Software: garageband, imove, i photo, Adobe Creative Suites, Logic,

-Internationals Network for Public Schools New Teacher Toolkits

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

All of our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Peers, community partners, family members and/or school personnel support students. We also have an extensive native language library with a wide selection of fiction and non-fiction books from which our students can choose. Students take advantage of these resources several times throughout the day.

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

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Prior to the start of the school year, and as each new family arrives throughout the year, we conduct a 1-hour intake interview & new students are assigned to heterogeneous teams with, as much as possible, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class through our month of orientation. Advisories of returning students are also paired with advisories of new students to share experiences, answer questions, and serve as informal mentors. A new family orientation meeting is held annually in October to welcome new students to our school and to inform them about our school structure and activities.

18. What language electives are offered to ELLs?

French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French.

19. For schools with dual language programs:

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

n/a - no dual language program

C. Professional Development and Support for School Staff

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

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

Our teachers meet weekly to:

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

Each teacher also meets weekly with an interdisciplinary team, including an ESL teacher to develop outcomes & curriculum and improve upon instructional strategies. The ESL coordinator/teacher, AP, and Principal push in to classes regularly to demonstrate effective practices.

At three different points in the school year, our entire staff meets with their peers from our sister International High Schools in the International Network for Public Schools PD, and attends workshops designed specifically for educators of recent immigrant ELL students (during the 3rd week in August, on Election Day, and in June) Topics include scaffolding instruction for all content areas, differentiation of instruction for all content areas, ESL methodologies for all content areas, SIFE students in content areas, meeting the affective needs of immigrant children in all content areas, and language development in all content areas.

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

Through our CFN, teachers of math, science, social studies, CTE, and ELA all have had or will this year have to opportunity to be trained by West Ed in QTEL strategies. Each is a three-session series with one session in November, one in January, and one in March

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

2. CFN 106 and INPS have offered several professional development sessions on Common Core. Teachers engaged in workshops that introduced them to Common Core Standards for their discipline, as well as helped them with strategies to implement Common Core, specifically Universal Design for Learning and Depth of Knowledge. Furthermore, teachers developed Common Core aligned units and engaged in reflection, using DOK or UDL tools, as well as other tools provided by CFN. They then shared their curriculum and reflection, received feedback from other teachers, and revised their units accordingly. Principal visits the classrooms to provide feedback on implementation of common core aligned curriculum.

3. As over 75% of our students are new arrivals from their home countries and all are ELLs, our transition support focuses not simply on a transition from middle school, but on a transition from home country to the US. The principal and the guidance counselor have provided general information to all staff on supporting that transition and they have also provided specific, targeted support to individual teachers working with individual students. In particular, staff and the principal and guidance counselor have considered common issues such as, among others, homesickness, holiday stress, and frustration caused by cultural misunderstandings and have developed possible response and supports for students. The guidance counselor is experienced at working with ELLs both in middle school and high school and has a wide range of strategies for dealing with transition difficulties.

4. All professional development at our school is focused on ELL training because all focus on our student population, which is 100% ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty according to the mandates of Jose P. All teachers participate in weekly 1.5-hour professional development sessions in the school all of which are focused on working with ELLs, as well as 2 hours a week of team meetings that serve as lesson-study and inquiry work PD amongst colleagues. Typical PD topics are differentiating, scaffolding, intergrating content and language, supporting heterogenity in the classroom, effective group work, creating experiential activities, integrating literacy activities into content classes, and supporting ELLs affective development. In addition, all teachers participate in two full days of professional development provided by Internationals Network for Public Schools. This totals approximately fifty hours per year of professional development, all of it focused on working with ELLs. In addition, teachers may choose to participate in Internationals Network intervisitations as well as outside PD activities.

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

Please see below the calendar of PD for the year, all of which have a lens of addressing the topic in question for ELLs

SUMMER

8/19: PD #1: Ice:Breakers, Mission and Vision and Journeyline

8/20: PD #2: Introduction to UBD, ATLAS, Outcomes, Core Competencies and Scope and Sequence

8/21: PD #3: Introduction to Restorative Justice, Core Competencies, Scope and Sequence and Consortium Rubric (cont) and Introduction to Restorative Justice & Circles: Character Development at CIHS

8/22-23 Internationals Network Summer PD

8/26: PD #4: Team Building and Advisory Circles, Core Competencies, Scope and Sequence and Consortium Rubric (cont)

8/27: PD #5: Teambuilding, CEP goals, and Intro to Portfolios and Roundtables

8/28: PD #6: All ADVANCE All Day: Danielson 1 and 4, 2 and 3

8/29: PD #7: Mandated Reporting, Values Violations, Staff Logistics

8/30: PD #8: Team Meeting Time, Discipline Meeting Time

9/3: PD #9: Team Building, Safe Community, Looking Ahead: Calendars and Logistics

SCHOOL YEAR

9/4: PD #10: Discipline Meeting – UbD #1 Collaboration

9/11: PD #11: Discipline Meeting – UbD #1 Collaboration

9/18: PD #12: Instructional Action Plan, Support, & Calendar

9/25: PD #13: ADVANCE Initial Planning Conference

10/2: PD #14: CTE Skills--Portfolio and Technology / School-Wide Instructional Focus

10/9: PD #15: Checking for Understanding: The Art of Questioning

10/23: PD #16: Instructional Focus Individual Worksheet & Questioning Follow Up

10/30: PD #17: Developing Rubrics for the Performance Task

11/6: PD #18: Collaborative Problem Solving I

11/13: PD #19: Overview and Sequence of Tasks for PBAT Portfolio Tasks

11/20: PD #20: Team Preparation for QR

11/27: PD#21: CTE Skills: iMovie

12/4: PD#22: Lesson Study Activity

12/11: Checking for Understanding – Sharing of Best Practices

12/18: Collaborative Problem Solving II

12/25: HOLIDAY

1/1: HOLIDAY

1/8: Comprehension Checking 5 - will there be 15 minutes to announce logistics for town hall in January?

1/15: Final grades: conversions & DOE website

1/22: Regents & Roundtable Logistics

1/29: REGENTS (Mid-year data analysis, reflection , & planning built in to Regents week)

2/3: NYS Performance Standards Consortium PD Day

2/5: Restorative Justice self-assessment + 2nd semester RJ initiative

2/12: STUDENT ROUNDTABLES (flexible)
2/19: HOLIDAY
2/26: Roundtable Debrief / Schedule intro
3/5: Analysis of student work—1st NYS Consortium Task
3/12: Design Consortium Task 2
3/19: Restorative Justice Initiative I
3/26: Schedule 2013-2014
4/2: Comprehension Checking 6
4/9: CTE Skills 3
4/16: HOLIDAY
4/23: Restorative Justice Initiative II
5/7: Comprehension Checking 7
5/14: (flexible day)
5/21: Roundtable logistics
5/28: ROUNDTABLES
6/4: Analysis of student work – 2nd NYS Consortium Task
6/5: Interdisciplinary Team Inquiry Share / CTE Showcase Prep (Bk/Qns Day)
6/11: Regents Logistics & End-of Year grading & conversion training
6/18: REGENTS (Year-end data analysis, roundtable debrief, reflection & planning built in)

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Our parent coordinator encourages parents to become involved in our school community by sending home monthly informational flyers and organizing monthly meetings. Monthly parent teacher association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as "Tricks & Resources for Saving," "Understanding the College Process," or "How to Help with Homework." The content and themes of the meetings are selected specifically with the needs of immigrant families in mind, based on a list of topics of interested generated by parents the first meeting of the school year. On-staff translators and student assistants translate all content into several languages including Arabic, French, Spanish, Wolof and Fulani. Attendance at these meetings is generally high with 50-70 families in attendance. 5-10 staff members attend every meeting, and many parents express the opportunity to informally check in with teachers about their child's progress as a motivating factor in attending meetings. Our parents are encouraged to accompany the students on trips and to attend our school-wide events such as the Turkey Drive and CTE Showcase. Anywhere from 20-30% of our students' families regularly attend Open School Night and Open School afternoon.
 2. CIHS partners with several different organizations in order to provide workshops and/or services to ELLs and their families including The Center for Hispanic Children & Families, NYPD Community Affairs Bureau, assorted legal & financial specialists. All mailings relevant to these partner organizations are sent home in both English & the family's requested language for communication. Translations are made possible in-house by our multi-lingual staff or through the NYCDOE translation services.
 3. Parent needs are determined through formal surveys (beginning & mid year) and informal surveys through the course of the year at PTA meetings & conferences. distributed to them and subsequently collected and analyzed. The role of the parent coordinator is to review the survey data and to work with outside partnerships to create a calendar of monthly meetings relevant to the parents' needs and interests. The parent coordinator also works closely with the parents over the course of the year, and facilitates outreach via phone on the part of the PTA officers to all families to be constantly updating & prioritizing parent needs & meeting agenda items and services.
 4. Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the information gathered as described in the answer to question three above. Topics to be over the course of this year currently include: Introduction to CIHS Curriculum, Graduation Requirements & College Prep, Financial & Job placement Aid, Legal Aid, Mentoring and celebration planning. We have staff members who can speak Spanish and French (our primary native languages) and we use the translation services of the DOE whenever possible.

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.

n/a

Part VI: LAP Assurances

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

	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x524 School Name: Crotona International HS

Cluster: 1 Network: 106

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

Part A: Needs Assessment Findings

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

Based on the Home Language Identification Survey, a record of family's preferred languages for written translation and oral interpretation are maintained in ATS: ; Spanish 213; Cebuan 1; Bengali 2; Arabic 5; wolof 1; Fulani 1; French 17; Bambara 1; Vietnamese 1; Albanian 1; Mandinka 1; Soninke 1. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others.

All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. We have translators on staff who are able to provide the vast majority of interpretation & translation into Spanish & French. We use the NYCDOE's internal translation unit to provide translations of all school correspondence in Arabic, Bengali, Vietnamese, and Albanian, as well as for French & Spanish when necessary (with 1-2months notice for translation material turn-around). Some such communications include:

- a. Announcing important meeting dates (Open School Night, SLT meetings, PTA meetings, etc.)
- b. Special events (Turkey Drive, CTE showcase, etc)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Signage around the school directing families
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school

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

The major findings are described above in #1. All staff have access to our googledoc with families' preferred language (along with contact number, etc, generated from ATS). All staff have the phone number for oral interpretation through the DOE (up until 4pm weekdays & later the night of conferences). Because we have identified the need to have interpretation services for students and their families, we have hired many bilingual and trilingual staff members (including a Spanish bi-lingual parent coordinator, and a multilingual community coordinator who speaks French and 3 different West African languages) to assist in interpreting for parents when they come to school for the following purposes, among others: Staff who speak/write a preferred language from one of our families include not only classroom teachers but also support staff, so that someone can always make themselves available as parents arrive for translation/interpretation services:

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

Part B: Strategies and Activities

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

All written correspondence between the school and students' families is provided in the language of their choice, based on the Home Language Identification Survey. We use the NYCDOE's Translation Unit & internal staff (and, soon, parent volunteers & outside translation services) to provide translations of all school correspondence in families' preferred language, including templates that we can adapt for:

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

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

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

- e. Open School Night, PTA Meetings, SLT meetings, Jumprope training, and other evening school events
- b. Discipline meetings with the administration
- c. Meetings with teachers about their children's academic performance
- d. Enrollment of new students in our school.

Our guidance department & individual teachers also use the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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