

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

DBN: (i.e. 01M001):

09x564

School Name:

CLAREMONT INTERNATIONAL HS

Principal:

ELIZABETH DEMCHAK

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 09x564
School Type: _____ Grades Served: 9-11
School Address: 240 East 172nd Street Bronx, NY 10457
Phone Number: 718-410-4001 Fax: 718-410-4038
School Contact Person: Elizabeth Demchak Email Address: Edemchak@schools.nyc.gov
Principal: Elizabeth Demchak
UFT Chapter Leader: Devan Hibbard
Parents' Association President: Yasmin Falcon
SLT Chairperson: Judilcia Perez
Student Representative(s): _____

District Information

District: 09 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: Cluster 1 Cluster Leader: _____
Network Number: CFN 106 Network Leader: Vivian 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)
Elizabeth Demchak	*Principal or Designee	
Devan Hibbard	*UFT Chapter Leader or Designee	
Yasmin Falcon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Christian Gonzalez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Shirley Domenech	Member/Secretary	
Judilcia Perez	Member/Social Worker	
Tamanna Talukder	Member/Teacher	
Carlos Hilario	Member/ Parent	
Cirila Barcelona	Member/Parent	
Absa Ndaw	Member/ Parent	
Mariam Sillah	Member/Student	
	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.

Claremont International High School (CLIHS) opened its doors in the Fall of 2012 to meet the academic and social emotional needs of English Language Learners (ELLs) in the South Bronx. CLIHS currently enrolls 257 students, who originate from 25 different home countries. The mission of Claremont IHS is to build upon the diverse linguistic and cultural backgrounds of ELLs in New York City to create a stimulating, academically rigorous and nurturing learning community that prepares students for success in college and beyond. Our students cultivate intellectual curiosity, advance critical thinking skills and develop empathy as global citizens through the integration of language in all classes.

To successfully serve our students, CLIHS follows the approach of the **Internationals Network for Public Schools**, which employs interdisciplinary, collaborative, and experiential learning along with key organizational features to foster language acquisition and academic growth. The key components of the Internationals Approach to serve our ELLs including newcomers, SIFE, Long Term ELLs and ELLs with IEPs include:

- **Heterogeneity and Collaboration:** Students work in small cooperative learning groups that build on the diverse linguistic, academic and social strengths of every individual in the school community.
- **Experiential Learning:** Students are motivated to pursue an area of interest and continue to develop language and content area knowledge through real world applications. In reflecting on the experiences gained through internship and service learning, students enhance their capacity to successfully participate in their community and build strong applications for college.
- **Language and Content Integration:** Language skills are best fostered through language rich interdisciplinary study. When language skills are embedded in context, content area knowledge is reinforced through students' need to use language to explain content.
- **Localized Autonomy and Responsibility:** At every level of a learning community, faculty, students, and community partners are encouraged to make informed decisions about their work. This raises the level of individual and group accountability and therefore the entire community is motivated to contribute to their fullest potential.
- **One Learning Model for All:** The model and structures for faculty development that maximize an environment of peer learning and support mirror the model for student learning.

In addition to our partnership with the Internationals Network, CLIHS engages in strategic collaborations with the following community based organizations to support student achievement and family engagement:

- CARA-College Access Research and Action
- College Now-Hostos Community College
- NYU School of Social Work
- International Rescue Committee
- New York City Writing Project
- ScriptEd
- French Heritage Program
- Various Community Based Visual and Performing Arts organizations

Strengths: Our defined learning approach rooted in the Internationals Approach supports a culture where both student

and faculty collaboration is valued. In addition to our interdisciplinary teams, we have established other teacher teams to support distributive leadership including a steering committee composed of team leaders and a professional development committee that is open to all faculty. Finally, the integration of English language and content across disciplines has contributed to students' progress as measured on the NYSESLAT exam, most notably amongst our Long Term ELL population.

Challenges: As a third year school we are in the process of building systems and structures to support students' positive transition to post-secondary success. We are in the process of transitioning to a portfolio-based assessment system and the instructional shift that requires. Moreover, with over 40% of our students identified as having interrupted or lack of formal education (SIFE), we constantly are refining curriculum to insure that we best meet the diverse needs of our students. As we aim to launch our internship program, we are building and expanding community partners. Finally, given our students' diverse immigration narratives, we are developing a wide range of social emotional supports to aid in their positive transition process.

Finally, as a school community while we recognize our students' English language growth as a strength, we also acknowledge that to insure students are college ready and that students meet graduation requirements, we are focused on building teacher capacity to plan and effectively execute inquiry based units of study. Our instructional focus for the year is, "If teachers plan for structured inquiry tasks with academic language support, then students will be involved in problem-solving, discussion, and production of meaningful work."

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.

Strengths:

- Teachers plan collaboratively to develop curriculum that includes multiple access and exit points for all student to demonstrate language and content acquisition at various levels. (1.2 Peer QR feedback)
- Teachers integrate literacy (English language) into all content areas and include opportunities for students to develop writing skills across classrooms. In all content areas teachers set language objectives for lesson/unit plans.

Needs:

- Continue to incorporate text and provide extension opportunities for students across classrooms in order to increase higher order thinking skills thus promoting career and college readiness for all. (Peer QR Feedback 1.1)
- Teachers need to include more structured opportunities for peer collaboration to engage in inquiry to promote language and content acquisition (Internationals School Feedback and Support Process 2014)

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 90% of teachers will participate in a series of professional development meetings/workshops that will focus on the development to f project based learning as evidenced by the inclusion of inquiry tasks in units.

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"> 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 			

1.	A. Internationals Network for Public Schools facilitated PD and participation in network wide professional development committees B. New York City Writing Project	All teachers	August 2014-June 2015	Principal and Assistant Principal
2.	As an ELL school all of our strategies and PD are tailored towards meeting the varied needs of ELLs including newcomers, SIFE, ELLs with Special Needs, Overage and Long Term ELLs.	All teachers	September 2014-June 2015	Principal and Assistant Principal
3.	Parent Advisory Meetings/Workshops that focus on academic policy and graduation requirements for all students	Parent/Guardians	Monthly PA meetings; October: School Grading Policy; January: Common Core and Portfolios	Parent Coordinator and Social Workers
4.	A. Interdisciplinary teams support peer review of projects B. Weekly Steering committee meetings promote distributive leadership and serve as an effective strategy to promote communication between administration and teacher teams.	A. All teachers B. Team leaders from each of the interdisciplinary and Social Emotional Teams	Weekly Meetings from 3:00pm-4:30pm	Principal and Assistant Principal

Part 4 – Resources Needed

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

- Per Session for teachers to develop projects and assessments;
- INPS Summer Institute Training, “Experiential Learning: Developing Language and Content through Projects”
- 1 Faculty member to serve on the INPS portfolio design committee and per session for his/her participation
- Contractual time dedicated towards PD (Tuesdays 3:00pm-4:20pm]
- Literacy coach-NYC Writing Project
- Substitute teachers for teachers to attend off-site PD including CFN organized Project Based Learning workshops, QTEL and ALL-Ed.
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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	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

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

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.

1. Facilitation of January portfolio/roundtable presentations for the junior institute
2. February 2015 we will evaluate the goal relative to January portfolios

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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.

Strengths

- All 9th and 10th grade students participate in a college and career driven advisory
- Integrated restorative justice practices including Circles into our school’s discipline and behavior support protocols
- 93% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school and 92% of students responded that there was an adult who cared about them at school (2014 Learning Survey)
- The school’s belief in educating the whole child along with the power of the school community has built a safe and inclusive culture resulting in effective academic and personal behaviors for students. (2014 Peer QR Feedback 1.4)

Needs

- Increase attention to SIFE students’ academic and social readiness skills
- Increase in enrollment of unaccompanied minors and other newcomer ELLs, who have presented with recent trauma
- Build capacity of students to participate and facilitate in peer mediation and circles
- Develop internship opportunities for 11th grade students to promote College readiness

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 all interdisciplinary teacher teams will participate in weekly social emotional teams that facilitated by a member of our social emotional team (social worker or guidance counselor) to develop action plans for our most at-risk students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	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			
5. Kid Talk Protocol; participation in INPS network wide guidance/sw meetings; Circles professional development training	Teacher Teams and social work	Weekly from September 2014-June 2015	Social emotional team leader and teacher teams
6. 8 th period class to work with lowest SIFE population; Culture clubs and other extended day programs aim to help students maintain their cultural identity while supporting their transition to High school in the US; 1:1 academic counseling facilitated by a member of the SEL team	SIFE students; all students	November 2014-May 2015	ESL Teacher and Math Teacher/Numeracy; faculty club advisories
7. Monthly parent workshops; Partnership with INPS to support students and families of unaccompanied minors	All parents/guardians; unaccompanied minors and families	October 2014-June 2015	Parent Coordinator; Social Emotional Learning Team
8. Close collaboration between the interdisciplinary teacher teams and the social emotional teams to insure that the SEL needs of students are being met	Teacher and SEL Teams	September 2014-June 2015	Social Emotional Team Leader-bilingual social worker

Part 4 – Resources Needed

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

Common meeting time to facilitate SEL meeting; per session for extended day activities; social work intern from NYU school of Social Work; training in restorative justice practices; translation for parent workshops; salaries to support 2 social workers and 1 guidance counselor for 255 students (1 SEL staff per interdisciplinary team.)

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	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.						

Part 6 – Progress Monitoring

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

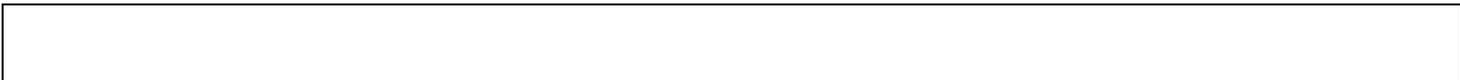
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

9. Semester review of all kid talk derived action plans created during SEL meetings

10. Review action steps at subsequent meeting and end of semester review of plans for systematic review of attempted interventions and observed outcomes

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

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

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| 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. |

Strengths

- All teachers are members of an interdisciplinary team and content team that meet a total of 3x a week
- Established protocols for peer review of curriculum outputs
- Participation in network wide Professional development and portfolio committees

Needs

- Opportunities for distributive leadership
- Improved communication systems (Learning Environment Survey 2014)

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 a steering committee will be established to cultivate teacher leaders

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>
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			
15. INPS Teacher intervisitations to learn from more established schools’ distributive leadership structures; mentoring from INPS; Leadership Academy Coach; Mentor teacher participating in New Teacher Center Project to learn and turnkey effective mentor strategies;	Team leaders (3 teachers and 1 social worker)	September 2014-June 2015	Principal and Assistant Principal
16. All agendas and workshops focus on developing teacher capacity to meet the needs of CLIHS students, which are ELLs	Teacher teams	October 2014-June 2015	Principal and Assistant Principal
17. Parent participation in SLT committee	PA reprs	September 2014-June	Parent Coordinator and Social Worker

		2015	
18 Steering committee members are responsible for turnkeying and cofacilitating school wide instructional and social emotional projects to interdisciplinary teams			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Session for Steering Committee members Per Diem for Subs during intervisitations Schedule to support common planning/meeting time Google Portal to further share/communicate school wide events/activities

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
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.				
19. <u>Steering Committee will complete mid-year self-reflection of their leadership development</u>				
20. <u>February 2015</u>				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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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. |

Strengths

- Principal and AP participate in norming rounds to align actionable teacher feedback
- Development of Danielson and INPS aligned curriculum feedback templates
- The school leader requires teacher goal setting tied to Danielson, which inform a cycle of observations and actionable feedback, resulting in clear expectations and targeted professional development for all teachers. (2014 Peer QR 4.1)

Needs

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, school leaders will participate in differentiated professional development targeted to improve their capacity to give actionable feedback after observing teachers, in order to build teacher capacity and improve student performance

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			
School leaders will participate in separate monthly meetings for Principals and Assistant Principals with the Internationals Network for Public Schools (INPS), which address teaching practices, standards, problems of practice and best practices for ELL’s. We will also continue to develop our crosswalk between the INPS rubric and the Danielson framework to integrate our approach to educating ELL’s with our use of the Danielson framework; Assistant Principal will attend series of workshops on instructional mentoring for administrators facilitated by New Teacher Center	Principal and AP	Monthly Principal and AP meetings facilitated by INPS	Principal, AP and INPS Facilitator; New Teacher Center

Principal and AP will receive weekly mentoring from a former INPS founding principal to address teacher support, curriculum planning and systems for school wide improvement; Monthly visits from a NYCLA coach further support administrative capacity to deal with both instructional and operational challenges.	Principal, AP, team leaders	Weekly from September 2014-June 2015	INPS Principal Mentor and NYCLA Coach
Systematically receive feedback from parents via SLT that can be reviewed during mentor meetings	Principal and Ap	September 2014-June 2015	SLT Chair, who also participates in steering committee
Facilitated/conducted mock observations for all 1 st year teachers to acquaint new teachers with the observation and evaluation process; meet or communicate with external mentors (university and NYC Writing Project) for all teachers to align feedback	1 st year teachers	October 2014-November 2014	Principal and AP

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding for INPS Mentor Principal Funds for New Teacher Center PD

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
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.				
29. <u>Leadership goal setting/self-reflection survey for NYCLA and INPS</u>				
30. <u>February 2015 (post January portfolios)</u>				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|---|
| 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. |

Strengths

- 92% of surveyed parents said they would recommend this school to other families (2014 Learning Environment Survey)
- Hold monthly PA meetings; organized immigration workshops; facilitated health fair for families
- Newly Hired parent coordinator
- Partner with community based organization, International Rescue Committee, to increase parent engagement of immigrant families in the Bronx

Needs

- To increase overall level of parent participation;
- To develop support groups for parents, who share common challenge of family reunification-extend SEL support to parents and families

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015 a total of 30% of parents will have attended at least one school based parent/family engagement event

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			
PD for newly hired parent coordinator to support the needs of immigrant families; Partner with International Rescue Committee to provide academic coaching services to 40 families to support their students’ academic and social progress;	Parent Coordinator; Social Workers	November 2014-June 2015	Bronx PA-Irving; Community based trainings; IRC; INPS

Partner with INPS to have a one day a week special project coordinator on site to support needs of newly arrived unaccompanied minors; Social work intern to assist in the research and identification of relevant social service agencies and programs			

Part 4 – Resources Needed

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

Parent Coordinator; parent guidebooks on such topics as cyber bullying, common core standards, hw help –see Sussman Sales; PA meetings during both AM and PM hours to meet families’ needs
Per session for social workers

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	x	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:

- 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.

- 39. Review of fall semester parent engagement attendance rates
- 40. February 2015

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. 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 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)	All students participate three times a week in AIS classes tailored to their particular needs. Teacher-created diagnostics are used to identify students for after-school support.	<i>All of CLHS' students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (21-23 students/class.</i> Literacy support classes: Small literacy support groups leveled by English proficiency level ; <input type="checkbox"/> Small literacy support group facilitated specific for Spanish SIFE students; Extended Day HW Help <input type="checkbox"/> Reading, interactive writing, review of classroom strategies and best practices; Extended Day Art Activities <input type="checkbox"/> Language development through theatre and performing arts	Small group literacy activities and 1:1 instruction based on student need;	3 times a week for 45 minutes each session. The classes meet; <input type="checkbox"/> Monday-Friday from 3:10-4:30pm Saturday Learning Series
Mathematics	All students participate three times a week in AIS classes tailored to their particular needs. Teacher-created diagnostics are used to identify students for after-school support.	<i>All of CLHS' students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (21-23 students/class.</i> Numeracy support classes: <input type="checkbox"/> Small numeracy	Small group numeracy activities and 1:1 instruction based on student need;	3 times a week for 45 minutes each session. The classes meet; <input type="checkbox"/> Monday-Friday from 3:10-4:30pm Saturday Learning Series

		<p>support groups (Math literacy, basic operations and interactive writing); 1 in English and 1 in Spanish for Spanish SIFE students; Extended Day Math Help and Math Team</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading, interactive writing, review of classroom strategies and best practices; 		
Science	<p>All students participate three times a week in AIS classes tailored to their particular needs. Teacher-created diagnostics are used to identify students for after-school support.</p>	<p><i>All of CLIHS' students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (21-23 students/class).</i></p> <p>Science after school tutoring:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content area literacy and academic vocabulary building exercises; 	<p>Small group activities and 1:1 instruction based on Student need</p>	<p>3 times a week for 45 minutes each session. The classes meet;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monday-Friday from 3:10-4:30pm <p>Saturday Learning Series</p>
Social Studies	<p>All students participate three times a week in AIS classes tailored to their particular needs. Teacher-created diagnostics are used to identify students for after-school support.</p>	<p><i>All of CLIHS' students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (21-23 students/class).</i></p> <p>Extended Day Program:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content area literacy and targeted HW help to review in class language strategies; 	<p>Small group activities and 1:1 instruction based on Student need</p>	<p>3 times a week for 45 minutes each session. The classes meet;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monday-Friday from 3:10-4:30pm <p>Saturday Learning Series</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		<p>Counseling sessions that include but are not limited to topics that address anti-bullying, healthy relationships, separation from family in home country and breavement</p>	<p>1:1 counseling sessions; small group sessions based on assessed common need; peer mediation led by the school social worker; currently, developing restorative justice</p>	<p>The school social workers see both mandated and other at risk students during the school day. As part of the program, the 2 school Social workers the students during lunch for small group support and</p>

			practices	afterschool for 1:1 check-in sessions.
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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.
<p>All Teachers are highly qualified.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers work on interdisciplinary teams and are responsible for a cohort of 86 students. Teachers are provided with common meeting and planning time. <input type="checkbox"/> The internationals Network for Public Schools, in conjunction with Long Island University (LIU) and the NYC DOE Teaching Fellows Program, has a 2- year apprentice program for potential INPS teachers. Apprentices serve in the classroom of an experienced INPS teacher one year, while completing required graduate level coursework at LIU. Apprentices may work as a certified teacher during the second year of the program. <input type="checkbox"/> Our teacher led hiring committee invites potentially interested candidates to our student portfolio presentations to act as guest evaluators. Interested candidates are also encouraged to sit in on classrooms to better understand the Internationals approach and our student population. <input type="checkbox"/> In school mentors are assigned to all new teachers. <p>Teachers participate in a variety of staff development to support the learning and implementation of language learning strategies including workshops facilitated by the Internationals Network for Public Schools PD, QTEL offered by West Ed, Math for America PD, The New York Performance Standards Consortium and new Teacher Center and All-Ed</p>

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).
<p>Pre-Service Training for all staff (August 2014)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus on Curriculum Design and Inquiry inclusion <p>Interdisciplinary Team (5 teachers from each of the content area)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The interdisciplinary team meets every day for 1 period (47 minutes-55 minutes) for common planning or team meetings to focus on curriculum design including CCS alignment and SEL needs of students <p>Tuesday Staff Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5-6 week cycles of staff led Friday Professional Development (50 minutes-1 hour and 30 minutes. Topics include outcomes grading based systems; portfolio CCS aligned units-design; inquiry work to determine CCS alignment <p>Quality Teaching for ELLs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers participate in literacy QTEL series to support curriculum design for ELLs; 1 teacher will participate in SIFE working group and 1 teacher will participate in OELL math/stem PDs,

Math for America, ALL Ed, New Teacher Center
SPED teacher will participate in Network wide PD to support SPED access and engagement to CCSS units of study

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

As a school participating in a shift to portfolio assessments for ELLs, teachers develop projects aligned to INPS developed ELL rubrics.

Teachers participating on the school's MOSL committee and select relevant assessment

Teacher representative on the INPS Portfolio Committee;

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

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	\$ 227,532	x	
Title I School Improvement 1003(a)	Federal		N/A	
Title I Priority and Focus School Improvement Funds	Federal		N/A	
Title II, Part A	Federal		N/A	
Title III, Part A	Federal	\$21,872	x	
Title III, Immigrant	Federal	\$20,157	x	
Tax Levy (FSF)	Local	\$1,856,080	x	

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 **Claremont 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. **Claremont International High School** will support parents and families of Title I students by:

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

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 09	Borough Bronx	School Number 564
School Name Claremont 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 Elizabeth Demchak	Assistant Principal
Coach type here	Coach type here
ESL Teacher Timothy Ross	Guidance Counselor type here
Teacher/Subject Area Sara Said	Parent Maximo Santana
Teacher/Subject Area	Parent Coordinator type here
Related Service Provider type here	Other Hannah Kim (Social Worker)
Network Leader(Only if working with the LAP team) type here	Other Judi Perez (Social Worker)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	171	Total number of ELLs	164	ELLs as share of total student population (%)	95.91%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained														0
SELECT ONE										4	4			8
Total	0	0	0	0	0	0	0	0	0	4	4	0	0	8

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	154	35	2	9	3	0	1	0	0	164

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	154	35	2	9	3	0	1	0	0	164
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										27	33			60
Intermediate(I)										9	31			40
Advanced (A)										4	6			10
Total	0	40	70	0	0	110								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
LAB-R and NYSESLAT data indicate that 67.5% of our incoming 9th grade ELLs are testing as Beginners. This data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes and in our after school programming, students will

see an improvement in their scores over time. Additionally, our ESL team is currently preparing to administer Rigby Benchmark assessment which will provide Fountas and Pinnell equivalents. While we will have identified student literacy levels, students will continue to be grouped heterogeneously; however, more targeted interventions can occur.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As a second year school we administered the NYSESLAT for the first time in the Spring of 2013 therefore, we cannot establish clear patterns. However, given that nearly 2/3 of the school population are entering as beginners we project that students will advance in proficiency level with the consistent application of the INPS principles.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Disparities between reading/writing and listening/speaking on the NYSESLAT modalities will help to inform content teachers to develop reading and writing skills to help our ELLs make greater progress in literacy. We will continue to expand our after school program attendance and extended learning opportunities to support the continued improvement of student literacy. Teachers work in interdisciplinary teams to develop and plan interdisciplinary projects that incorporate reading, writing, listening, and speaking skills.
4. For each program, answer the following:
 - 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, was granted the opportunity to develop DYO Formative Assessment tasks and rubrics. Student work produced is analyzed by groups of teachers to look at literacy and numeracy development for particular students as well as for general student trends. As students progress from 9th grade through 10th grade, they are less reliant on native language supports as their English comprehension improves. There is an overall pattern of ELL achievement improving over time. As a result of looking at these trends across grades, teachers emphasize reading and writing, build in scaffolds and supports, as well as differentiate texts for students. Teachers incorporate a variety of choices for students to demonstrate mastery. As a result, students who do not fare as well on the Formative Assessments can be given interventions and supports earlier. While students complete projects in their native languages, no tests are taken in their native languages as we have 9 different native languages spoken in our school; however, when we offer Regents exams for the first time in 2014, students will have the option of taking the exam in their NL or receive oral translation for lower incident languages by a NYC DOE Approved vendor.

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

c. n/a

Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
n/a
6. How do you make sure that a child's second language development is considered in instructional decisions?
As part of the Internationals Network for Public Schools (INPS), every child's second language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:
 - Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning
 - Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society
 - Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program
 - Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
 - One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

Based on the Internationals Approach, students' backgrounds are viewed as assets in the classroom. NYSESLAT and LAB-R information is shared with the students' teachers. Teachers take this data into account while planning instruction. Noteworthy information from parent interviews, the Home Language Survey and information on the child's education history are shared with the child's teachers.

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

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our program is measured through the analysis of a wide array of data sources, including:
- Credit accumulation for 9th grade at 94%
 - Attendance rates - above 94%
 - Learning Environment Survey – student results
 - Learning Environment Survey – parent results
 - Learning Environment Survey – teacher results
 - Dropout rate
 - Student anecdotes
- New School Quality Review School Progress Report data

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All students admitted to Claremont International High School from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. There are multiple pedagogues with various spoken language proficiency administering the HLIS: Elizabeth Demchak [Principal-French]; Rosa Florentino [AP-Spanish], Sara Said [GH Teacher-Arabic]. The families of new admits, from out of the state or, most frequently, from their native country, fill out the HLIS (in their native language if available) with the assistance of one of the pedagogues listed above as only a pedagogue can administer the HLIS. In addition, an informal oral interview is conducted by one of the pedagogues listed above. Students then take the LAB-R within ten days of admission. The Lab-R is given on an ongoing basis as new admissions occur. Additional language support for pedagogues administering the HLIS including the following:

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. Our school uses a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents have all requested an ESL instructional program on the program choice selection form which describes three options: TBE, DL and ESL. Placement letters are sent home to the students and copies are kept in student's file. The ELPC screen is updated in ATS within 20 days of selection.

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

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

All ELLs, as identified in the RLAT ATS report, take the NYSESLAT during the spring testing period as required by NYS regulations. All four sections of the NYSESLAT is administered by all teachers and test coordination is done by our AP. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Our school uses a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. A majority of our parents have requested Free-Standing ESL. Therefore, the program models at our school

are aligned with parent requests. To monitor trends in parent choice, the parent Choice letters are collected and analyzed each year to determine trends. Our parents overwhelmingly select ESL as the program of choice, thus our parent choice and program offerings are completely aligned. As a second year, we only have 2 years of data to report on.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. Instruction at our school is delivered collaboratively by teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art, and Physical/Health Education) who work to plan instruction for groups of approximately 100 students
- b. Our school implements all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers group students within the block homogeneously if that suits the students' and block's needs for a specific project.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least one teacher who is licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. Classes are 47 to 55+ minutes in duration, so a student will meet with his or her English teacher 4 times a week and the additional ESL time provided by our dual certified ESL and content area teachers. NLA usage/support is included as part of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio is maintained at 21 (average) students to 1 teacher to allow for more individualized instruction

depending on the students' language abilities.

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

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

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

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

Native language screeners are used when possible to evaluate ELLs in their native languages. With approximately 9+ different languages spoken by our student population, many of our ELLs speak languages for which screeners are not available, so we rely on student peers, parents and community partners to provide feedback on native language projects.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all International High Schools. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels, including SIFE, newcomers, LTEs and formers ELLs, are met. This occurs in a variety of ways in all content area classrooms; while these instructional strategies benefit all students, they also can be specifically targeted to meet the needs of ELL subgroups:

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

- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels. Having a variety of texts at different reading levels available benefits both SIFE and newcomer students as teachers are able to direct students to texts that are accessible to the student based on their levels. Over time and with the careful guidance of teachers, students can progress to reading incrementally more challenging texts.

- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different texts and share their knowledge orally, then collectively answer question about the material presented through all of the text. Jigsaw readings are beneficial for SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs, and former ELLs as students strengthen their reading, writing, speaking, and listening skills in order to interpret the text, record the

group's discussion and then share the information back with their jigsaw group.

- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project. SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs and former ELLs benefit from collaborative group projects as students work together to navigate the problem and come up with creative ways to share their solution, oftentimes through the use of technology to aid in communicating their ideas.

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

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

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

Our school ensures that flexible programming is used to maximize time spent with non-disabled peers. All ELL-SWDs are programmed in classes with peers. They also receive push-in support from their special education teacher. Our school philosophy relies on the strength of heterogeneous student populations working in collaborative groups to help one another, therefore, we value the presence of ELL-SWDs in our mainstream classes.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

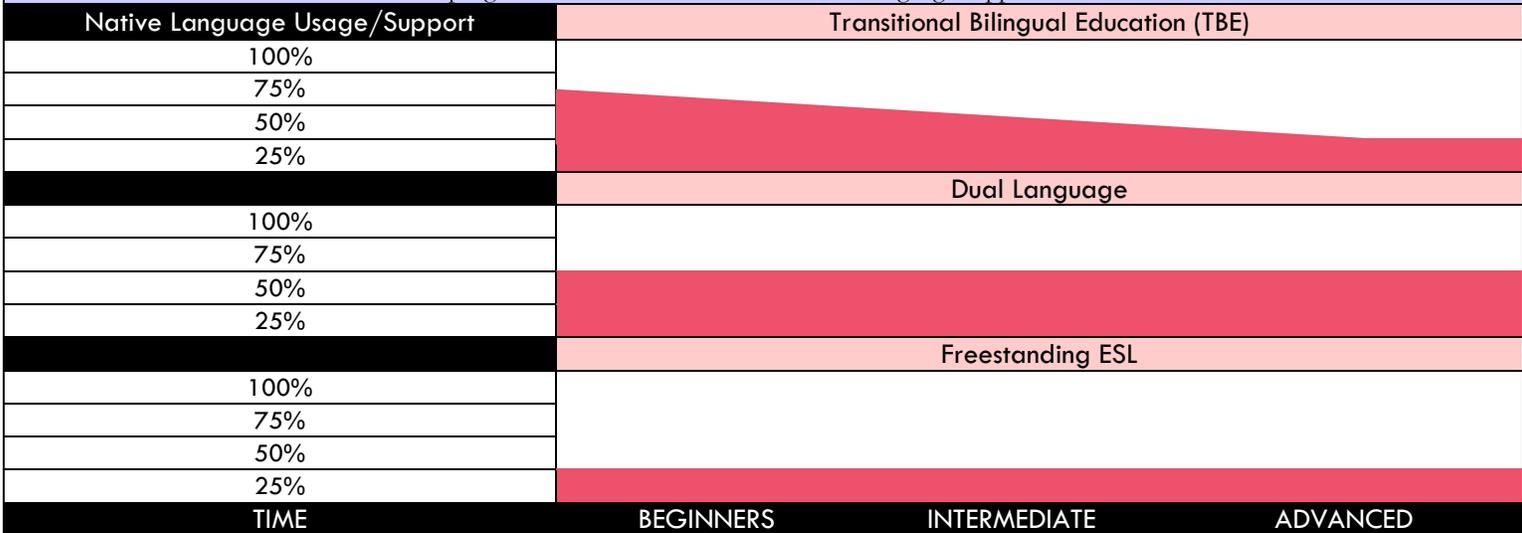
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

Conversational English

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

Achieve Now Program

Math Team

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

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

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

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

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

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

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

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

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

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

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

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

- Geocaching
- MNYC
- Art Talks
- Student Government
- Culture Clubs (Arabic, Latino)
- Sadie Nash Leadership Program

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

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

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

SIFE native language Spanish social studies and life science libraries

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

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

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

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

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

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

Prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. A new family orientation meeting is held annually in June to welcome new students to our school and to inform them about our school structure and activities. For students who enroll throughout the year, effort is made to place them in a class with a student, who shares his/her home language. Students receive a tour/orientation to the school and are immediately programmed for all classes. Students are invited to participate in all afterschool programs

18. What language electives are offered to ELLs?

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

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

n/a

C. Professional Development and Support for School Staff

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

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

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

In-House Professional Development

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

Other Professional Development

- Intervisitations with INPS schools

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Our social workers encourage parents to become involved in our school community by sending home monthly mailings and organizing monthly meetings. Monthly family association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as “Know Your Rights,” “Understanding the College Process,” “Health Fair,” and “How to Help with Homework.” The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. On-staff translators and student assistants translate all content into several languages including Bengali, Spanish, and French. Our parents are encouraged to accompany the students on trips to colleges. Anywhere from 20-30% of our students’ families regularly attend Open School Night and Open School afternoon.
 2. CLIHS partners with several different organizations in order to provide workshops and/or services to ELLs and their families including:
 - a) International Rescue Committee (IRC): Provides parent workshops on its New York Resettlement Office programs: immigration services such as green card application and information for citizenship; adult continuing education services such as post-secondary education workshops and application help and GED referrals; and Youth Program [i.e. afterschool program and Saturday Learning Series program].
 - b) City University of New York (CUNY): Provides parent workshops on immigration rights and services and information regarding Deferred Action for Childhood Arrivals (DACA).
 - c) New Settlement: Provides parent workshops on parent engagement with the schools, school safety and advocacy.
 3. All mailings relevant to these partner organizations are sent home are sent in both English and in the family’s home language. Translations are made possible through the NYCDOE translation unit or in-house by our multi-lingual staff.
 4. Parent needs are evaluated through surveys and forms, which are distributed to parents and subsequently collected and analyzed. This occurs in the beginning of the year through the New Settlement-CLIHS School Learning Environment and School Safety survey. Parents are also surveyed through informal conversations over the course of the year at Parent Association meetings and Parent Teacher Conferences. The role of the social workers is to review the survey data and to work with outside partnerships to create a calendar of monthly meetings relevant to the parents’ needs and interests. The social workers also work closely with the parents over the course of the year and periodically surveys them formally and informally to monitor their concerns and questions about our school.
 5. Parent involvement activities, including the workshop topics accompanying the monthly Parent Association meetings, are developed based on the results of the surveys described in the answer to question three above. Topics covered over the course of this year include: Introduction to CLIHS Curriculum, Graduation Requirements, College Prep, Financial Aid, Mentoring and College Readiness, Immigration, Internship, Knowing Your Community, Summer Plans and New Families Orientation.

E. Additional Information

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

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

Part VI: LAP Assurances

School Name: Claremont International HS

School DBN: 09x564

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Demchak	Principal		11/15/13
	Assistant Principal		
	Parent Coordinator		11/15/13
Tim Ross	ESL Teacher		11/15/13

Maximo Santana	Parent		11/15/13
Sara Said	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		11/15/13
	Guidance Counselor		11/15/13
	Network Leader		11/15/13
Judicia Perez	Other <u>School Social Worker</u>		11/15/13
Hannah Kim	Other <u>School Social Worker</u>		11/15/13
	Other _____		11/15/13
	Other _____		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x564 School Name: Claremont International High School

Cluster: 1 Network: 106

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 100
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: 6
of certified ESL/Bilingual teachers: 4
of content area teachers: 2

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: _____

Claremont International High School implements a content-based ESL program for our heterogenous population of ELL students. Teams of teachers (five per team) design and implement standards-based, interdisciplinary, project-based curricula for their students. All classes are taught in English, following the Internationals Network model of content and language integration. Teachers in all content areas are trained to incorporate ESL methodologies and strategies for language acquisition and development. All ESL teachers are fully licensed and content teachers receive more that 10 hours of ESL training annually.

Through the direct instruction supplemental program, ELL students have the opportunity to enhance their English through participation in language-rich extra-curricular programs designed to meet their unique linguistic needs, while allowing students to explore their interests and talents. The direct instruction supplemental program began the first week in October and ends on June 12. Program offerings include Academic English Oracy, Student Government, Words as Art, and Academic Enrichment. All programs place particular emphasis on the development of ELLs' speaking skills and in targeted skill development in literacy and numeracy. These programs are held before and after school to maximize opportunities for student participation. The supplemental instructional program serves ELLs in 9-11th grade who score at the beginner, intermediate, and advanced levels of the NYSESLAT. Subgroups of students to be served include our SIFE population, long-term ELLs and ELLs with special needs. All supplemental programs are taught in English by ESL-certified teachers or are co-taught by content and ESL-certified instructors. Six teachers participate in the direct instructional supplemental program.

After School Student Government: 15-20 student government participants work afterschool on student-developed and student-led committees. The after school student government program improves students' language and literacy through dialogue facilitation. Drawing upon their learning from US and Global History classes, students engage in problem-solving and presentation. The program is taught by an instructor dual-certified in Social Studies and ESL. The class meets weekly on Wednesdays from 3:00 - 4:30 for a total of 30 sessions. The group targets intermediate-advanced level ELLs. The language of instruction is English. Materials include primary source documents, primarily newspapers and magazines.

Words as Art: 15-20 students participate in the Words as Art program that combines both visual arts and

Part B: Direct Instruction Supplemental Program Information

creative writing. The program meets on Wednesdays from 3:00 - 4:30 for a total of 30 sessions. It is co-taught by an ESL-certified teacher and a teacher certified in art. The teachers utilize a team-teaching model. The class allows a heterogenous population of ELLs to engage in art as a means to further develop their English writing skills. The language of instruction is English. Art supplies will complement art history texts and artist biographies. Students will also take field trips to NYC art museums as part of this course. As an outcome of the course, the students will produce an exhibition of writing and artwork.

Academic Enrichment through Math and ESL: A math-certified and ESL-certified teacher co-plan and co-teach this program that focuses on targeted literacy and numeracy development for beginner level ELL students as well as SIFE. The teachers utilize a team-teaching model during instruction. The class provides supplemental small group instruction for 10-15 ELL students. It meets Thursdays from 3:00 - 4:30 for a total of 30 sessions. The language of instruction is English. Materials include teacher-created materials as well as BrainPop online subscription program.

Academic Enrichment in Science and Social Studies : All ELLs are invited to participate in the Academic Supplemental program. Approximately 50 ELL students/week participate, from grades 9-11. The Academic Enrichment Science class is co-taught by a Science-certified teacher, a Social Studies certified-teacher and ESL-certified teachers. The program offers ELLs the opportunity to receive additional instruction in each of the core classes offered at Claremont to ensure that these students have increased interaction with course material to deepen their learning. The program is available on Monday, Wednesday, and Thursday from 3:00 - 4:30 for a total of 90 sessions. The language of instruction is English. Materials: leveled informational trade books, BrainPop online program, and other Internet resources.

Academic English Oracy:

15-20 beginner-intermediate ELLs in grades 9-11 participate in the Academic English Oracy class taught by an ESL-certified teacher. This class offers additional structured opportunities for students to develop academic language in English. As a portfolio-based school, students are required to present their portfolios to a panel as part of their graduation requirement. Their presentations also include a question and answer session where panelists question students about their projects. The Academic English Oracy program targets the language skills necessary for students to engage in academic discussions in English. The program meets on Mondays from 3:00 - 4:30 for a total of 30 sessions. The focus is on ELA and Social Studies. The language of instruction is English. Materials include informational trade books, newspapers, and magazines.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

Professional development is critical to our efforts to improve instruction for ELLs. Our teachers seek out PD opportunities on many levels including school based PD, network level PD and PD from outside providers. Staff engages in a variety of other PD opportunities offered by the NYC DOE department of ELLs and INPS.

Two content teachers from the Title II program are participating in 3 ALL-Ed sessions focusing specifically on making content more accessible to ELLs. (All-Ed is lead by Laurie Gaughran, PhD - Achievement Coach and Literacy Specialist for CFN 106) The dates are 10/10, 11/13, and 12/2.

This year the school has partnered with the New York City Writing Project to provide professional development to support teachers in the shift to portfolio-based assessments for ELLs. Our NYCWP consultant, Susannah Thompson, conducts workshops with teacher teams on Tuesdays and Thursdays from September through June(60 sessions total, various times to be decided) with ESL and content teachers and holds consultations with individuals and teacher teams specifically focusing on strategies to meet the needs of ELLs. Susannah has extensive experience working with ELLs and partners with the Union Square International High School.

Title III professional development will be included in the Tuesday PDs from 3:00 - 4:20 for the school staff since all of our staff works with ELLs. Our professional development is focused on improving the academic achievement of all ELLs and providing expanded learning opportunities for them including the following topics:

- Project based learning for ELLs (11/18, 11/25, 12/2, 12/9, 12/16) (Rachael Horowitz, INPS trainer, Susannah Thompson lead)
- Supporting ELLs in Reading Complex texts (led by Susannah Thompson 10/28)
- Language development for ELLs (1/6) (INPS trainer)
- Analysis of student work in order to improve instruction/design interventions for ELLs (Monthly, 10 sessions total)
- Analysis of student assessments (formative assessment, progress reports, report cards, etc.) for ELLs (quarterly, 4 sessions total) (Rachael Horowitz (AP) and Liz Demchak (Principal))
- Alignment of curriculum for ELLs with the Common Core Standards (9/30) (Rachael Horowitz (AP))

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

Parent meetings are specifically designated for ELL parents, as all students in the school are ELLs. The dates for PA meetings are as follows:

11/20, 12/18, 1/22, 2/26, 3/19, 4/23, 5/21, 6/11

Some parent meetings/workshops are also held in the morning to meet the scheduling needs of as many families as possible.

The meetings are facilitated by the School Social Work team (Judilcia Perez, LMSW and Hannah Kim, LCSW), Parent Coordinator Carmen Houston, and Principal or Assistant Principal. Outside providers including the IRC and other local CBOs may present. Topics at meetings include:

- college application process specific to immigrant and ELL issues, (5/21 5-6 PM)

credit accumulation and Regents supporting ELLs, (11/20 5-6PM)

-resources to support ELL students in the portfolio process (4/23 5-6PM)

Translation for our ELL families is provided by staff. CBOs include the International Rescue Committee and New Settlement,

- ESL classes are provided from January through June on Saturdays from 10-12 on site by trained ESL instructors participating in the Title III Program.

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	_____	_____

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.
<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	_____	_____