

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**07X321**

**School Name:**

**CROTONA ACADEMY HIGH SCHOOL**

**Principal:**

**ANTHONY W. HARRIS**

## Comprehensive Educational Plan (CEP) 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 Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools 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 Name: Crotona Academy High School School Number (DBN): 07X321  
Grades Served: 9-12  
School Address: 639 Saint Ann's Avenue, Bronx, NY 10455  
Phone Number: 718-402-8378 Fax: 718-402-8446  
School Contact Person: Patricia Williams Email Address: PWilliams2@schools.nyc.gov  
Principal: Patricia Williams  
UFT Chapter Leader: Cinda Becker  
Parents' Association President: Tiza Nunez  
SLT Chairperson: Jem Hill  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Tiza Nunez  
Student Representative(s): Maylene Torrez  
Lenora Maxwell

**District Information**

District: 7 Superintendent: Rotundo Paul  
Superintendent, City-wide Transfer High Schools  
NYC Department of Education  
198 Forsyth Street New York, N.Y. 10002  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: PRotond@schools.nyc.gov  
Phone Number: (646) 654-1261 Fax: (646) 654-1742

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
1230 Zerega Avenue, Bronx, NY 10462/ One Fordham Plaza, Bronx  
Director's Office Address: 10458  
Director's Email Address: JRuiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-6280

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Patricia Williams	*Principal or Designee	
Cinda Becker	*UFT Chapter Leader or Designee	
Tiza Nunez	*PA/PTA President or Designated Co-President	
Ileana Boden	DC 37 Representative (staff), if applicable	
Tiza Nunez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Maylene Torrez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lenora Maxwell	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jem Hill	SLT Chair	
Ruth Rivera	Member/ Parent	
Rosetta Archible	Member/ Parent	
Molly Reytez	Member/ Parent	
	Member/	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Crotona Academy High School started in 2005 as an Alternative High school serving over-age, under-credited students. Currently there are 98 students from Grades 9 through 12. The population is comprised of 41% Black, 54% Hispanic, 2% white and 1% Asian with 96% categorized in general education, 3% English Language Learners and 1% special education.

### **School Mission and vision**

Crotona Academy High School strives to cultivate a culture where student voice and teacher voice contribute to the implementation of high quality differentiated education. Through constant examination of teaching practices and student data, instructional and operational systems are adjusted in order to continuously adapt to the needs of our school community and improve student outcomes.

All stakeholders play a role to enhance and improve the academic success of our students. Parent involvement is imperative in large part because when parents are actively involved in our school community, students' academics and attendance improve. We therefore encourage parents and families to participate in a variety of our school activities provided throughout the school year. Our youth advocates from our Community Based Organization (SOBRO) provide job training, life skill strategies and counseling to address our students' social emotional challenges.

Through the Learn to Work programs, students have the opportunity to gain valuable work experience by performing paid internships including service learning programs initiated and carried out by the students themselves. Student engagement is supported through partnerships with organizations such as Yaffa cultural arts, a non for profit organization that provides multicultural arts instruction to communities, schools and arts organizations. Some of the services provided include African drumming, dance (African, jazz, modern, hip hop), spoken word, theater, visual arts and story telling. Crotona also collaborates with the James Brown Foundation which provides youth organizations, schools and communities instruction in fashion, art and theater.

Our students come to Crotona Academy from schools where academic or social emotional success was not previously achieved. Our school community strives to change these outcomes by working collectively to meet the individual needs of our students. Through strategic and targeted support, we at Crotona Academy are confident that our students will be college and career ready. We adhere to the core value that all students can succeed regardless of their life circumstances and challenges.

### 07X321 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	107	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	4	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.1%	% Attendance Rate			53.2%
% Free Lunch	87.6%	% Reduced Lunch			3.8%
% Limited English Proficient	1.9%	% Students with Disabilities			2.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			37.1%
% Hispanic or Latino	61.0%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			6.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			5.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	54.2%	Mathematics Performance at levels 3 & 4			95.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

#### **The feedback from our 2014-2015 Quality Review Report indicated that we should improve in the following areas:**

Based on the result of the Measure of Student Learning (MOSL) post baseline given in May of 2015, the results revealed two skills that students across content area struggled. These includes:

1. Citing/drawing evidence from texts (articles, books, video, graphs, maps, tables etc.) to support or refute claims.
2. Critiquing and evaluating claims and experimental designs:

Teacher teams therefore find it necessary to strategize methods and protocols that would enhance the targeted skills mentioned above.

The second goal for 5A was informed based on the findings provided in the quality review conducted in March of 2015 which indicates that:

- 1.1 School leaders and faculty are in the process of aligning curricula to Common Core Learning Standard and to the Instructional Shifts with an emphasis on analyzing texts and increased application of knowledge. Curricula and academic task does not reflect consistent planning to meet the needs of the school’s diverse learners.
- 1.2 Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula and students’ discussion reflects uneven levels of student thinking.

The findings show inconsistency across content areas in terms of Curriculum alignment and the implementation of instructional shifts thus revision and further staff professional development training is deemed important.

#### **The following data informs the goal of 5A –Rigorous Instruction**

Measure of Student Learning (MOSL) baseline given in September of 2016 results revealed three skills that students across content area struggled. These includes:

1. Citing/drawing evidence from texts (articles, books, video, graphs, maps, tables etc.) to support or refute claims.
2. Critiquing and evaluating claims and experimental designs
3. Writing argumentative essays

Teacher teams therefore find it necessary to strategize methods and protocols that would enhance the targeted skills mentioned above.

SUMMARY OF STRENGTH OBSERVED IN 70% OF TEACHER PRACTICE

- Students are required to use evidence to support their writing/argument across content areas using sentence claim/citing evidence starters
- Teacher teams shared classroom best practices during their professional development sessions through-out the year (i.e. Use of DOK ring, Argument Essay outline and citing evidence organizers etc.)
- Teacher leaders and classrooms of proficient teachers will be utilized as lab classrooms for other teachers to visit and gain some ideas on how to hone and improve their practice.

The second and third goal for 5A was informed based on the findings provided in the quality review conducted in March of 2015 which indicates that:

1.1 School leaders and faculty are in the process of aligning curricula to Common Core Learning Standard and to the Instructional Shifts with an emphasis on analyzing texts and increased application of knowledge. Curricula and academic task does not reflect consistent planning to meet the needs of the school’s diverse learners.

1.2 Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula and students’ discussion reflects uneven levels of student thinking.

The findings show inconsistency across content areas in terms of Curriculum alignment and the implementation of instructional shifts thus revision and further staff professional development training is deemed important.

#### SUMMARY OF STRENGTH OBSERVED IN 70% OF TEACHERS PRACTICE

- Content area teachers were attending an on- going professional development series relevant to Common Core and Instructional Shift (i.e. ELA and Science Teachers 4 weeks online course on Common Core Aligned Practices)
- Teachers utilized and implemented one or more common-core aligned units every semester.
- Teacher teams and on-going professional development sessions revolve around “Best Practices in Aligning Common Core Standard “ and instructional shifts (i.e. Reading and Writing, Speaking and Listening strategies)
- Teachers are providing students more choices to access their learning and knowing (i.e. Plato courses, Brain Pop, Everfi courses, one on one instruction , direct instruction, ICT, etc)
- Teacher leaders were empowered to conduct and share teaching exemplars that manifest differentiation and cater to the needs of diverse learners.

The second and third goal of Goal 5A was informed by Quality review findings on indicator 2.2 which states that across classrooms, teachers use or create assessments and rubrics that are loosely aligned with the school’s curricula and inconsistently provide feedback to teachers and students regarding student achievement. The need to devise a school wide systems and protocol is deemed necessary.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- By February of 2016, 50% of the students will be able to proficiently identify strong and textual evidence from texts (articles, books, video, graphs, maps, tables etc.) to support or refute claims and in critiquing and evaluating claims and experimental designs.
- By the end of the June 2016 teachers will have implemented and utilized a well-developed Common core aligned curriculum across content areas with evidence of the instructional shifts.
- By February of 2016, 50% of the students will be able to proficiently identify strong and textual evidence from texts (articles, books, video, graphs, maps, tables etc.) to support or refute claims and in critiquing and evaluating claims and experimental designs.
- By the end of the June 2016 75% of teachers will have implemented at least one Common core aligned task across content areas with evidence of the instructional shifts.

By June of the 2015-2016, 100% of teachers will have a written evaluation on delivering curricula units that are common core aligned, differentiated for all learners, and rigorous using the Danielson's Framework for Teaching components 1a Content and Pedagogy, 1e Designing Coherent Instruction, 3b Questioning and Discussion Techniques, and 3c Engaging Students in Learning.

### **Part 3 – Action Plan**

**Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:**

- **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**
- **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).**
- **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**

Teachers will engage in professional development on Common core Learning Standard Alignment and utilize modules and resources available in the Common Core Library, Engage NY, and school-developed resources in instruction.	Teachers Students	Semester 1 (2015-16)  Semester 2 (2016)	Administration  Teachers
Teachers will collaborate and utilized the three phases of inquiry cycle in developing the targeted skills of citing/drawing evidence from texts (articles, books, video, graphs, maps, tables etc.) to support or refute claims and Critiquing and evaluating claims and experimental designs	Teacher  Inquiry Teams  Students	Semester 1 (2015-16)  Semester 2 (2016)	Inquiry Teams  Administration

Teachers and staff will conduct workshops, information sessions for parents to become educated on the curricula used within our school	Teachers, School Leaders, Parent Coordinator, Students	Semester 1 (2015-16)  Semester 2 (2016)	School Leaders, Teachers  Parent Coordinator
<p>Teacher teams will adopt a school-wide reading, writing, listening and speaking strategies that foster students ability to critique and evaluate claims and develop their ability to write argument essays with special attention given to specific strategies to support our ELL and SWD students and utilize school-wide rubric in assessing students work.</p> <p>Strategies are adopted from Teachers by Teachers: Best Practices in Common Core-Aligned Literacy</p> <ul style="list-style-type: none"> <li>• Annotating Text and annotation rubric</li> <li>• Scaffolding techniques i.e. What, Why, How and Beyond; graphic organizers, Frayer model etc.</li> <li>• Deck of Cards and Use of DOK ring</li> <li>• Writing prompts</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• Outside consultants/speakers/coaches will be brought in to support Professional Development</li> <li>• Purchase books, supplies and materials for students</li> <li>• Coverages will be provided to staff attending approved Professional</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> <li>• Students receive 3 official report cards every semester, and ongoing progress report using an online system called Engrade.</li> <li>• Teachers’ observations and students’ work outcome will be used as evidence to indicate the progress towards meeting this goal.</li> <li>• Midpoint benchmark will be based on the result of collaborative and inquiry findings of each teacher teams published at the end of each semester.</li> </ul> <p>Midpoint benchmark will also be based on the Measure of Teacher Practice (MOTP) Feedback school wide summary</p>

By March 2016, 100% of teachers will have at least two rounds of feedback analysis of their Measure of Teacher Practice (MOTP) by the principal with emphasis on the rigor of their curriculum.

By June of 2016, 100% of the teachers will adapt and implement reading, writing, listening and speaking strategies acquired/learned during the professional development sessions that foster rigor, engagement, and alignment to CCLS and utilized school-wide rubric (ELA NYCPT rubric) in assessing student work.

Progress monitoring will be based on the observation and classroom visits conducted by the administrator, inter-visitation reflection of teachers across content area.

By June 2016, 100% of teachers will engage in monthly review of student work to check for evidence of higher order/critical thinking and deepened understanding of content and concepts in academic tasks, students ability to critique and evaluate claims and develop their ability to write argument essays during the other Professional period schedule-Thursday once a month.

Progress monitoring will be based on observations conducted by administration, classroom displays, artifacts and collections of student work done by the administrator.

By June of 2016, 100% of the teachers will utilize the NYC Performance Tasks and beginning of the year (BOY) and end of the year (EOY) MOSL results to gauge and monitor progress of students in mastering the targeted skills.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Goal 5B was informed by Quality review findings on indicator 2.2 which states that across classrooms, teachers use or create assessments and rubrics that are loosely aligned with the school’s curricula and inconsistently provide feedback to teachers and students regarding student achievement. The need to devise a school wide systems and protocol is deemed necessary.

Goal # 2 for 5B is based on the January 2015 Regents exam results show that 56% of the students passed the ELA Regents, 55% passed Living Environment Regents, 44% passed US History Regents and 64% passed the Global Regents. This has been the lowest passing percentage that the school garnered in three years. The need for additional instructional support is deemed necessary.

Incoming students will individualized consultation with a member of the intake team reviewing topics such as school mission, vision, expectations, code of conduct, high school requirement etc.  
Every teacher will be assigned parent-outreach to provide feedback on student recognition, academic progress, behavior and attendance etc.

To ensure ongoing monitoring, communication and encouragement of student ownership towards reaching their academic progress, throughout the semester every student will be assigned an adviser to monitor attendance, class performance, internships, social-emotional issue as well as other school related issues.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the fall semester, teachers across content areas will utilize a consistent benchmark and feedback protocol to support and monitor students’ achievement.

Throughout semester 1 and 2, teachers teams will review Regent and scholarship data the to increase the number of students meeting mastery of the NYS ELA standards. The number of students passing the ELA Regents will increase by 3%

- During the 2015 -2016 school year, teachers will make weekly phone call to at least 50% of their students.
- During the 2015-2016, teacher will send progress reports 4 an provide intervention strategies a minimum of 4 weeks prior to the end of the marking period to provide notification of students at risk of failing

- By June 2016, school will be able to design and adapt a structured benchmark/ assessment to inform teachers and other stakeholder of students’ strengths, weaknesses, skill level and content mastery.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	
<p>Students will be categorized into different levels base on the diagnostics or baseline assessments conducted in class through teacher made assessments, previous regents results, STARS MOSL and other relevant data. Levels 2 and below students will be scheduled for an additional after school tutoring sessions and will be provided with several resources and avenues for learning ( i.e. computer, video)</p>	<p>Teachers, Students, &amp; School Leaders</p>	<p>Semester 1 (2015-16)  Semester 2 (2016)</p>	<p>Teachers Administration Non instructional staff</p>
<p>Parent meetings will be held to inform parents of the academic support their children are receiving, the use of assessment data, and topics such as how to monitor their child’s progress using EnGrade</p>	<p>Parents, Teachers, Students</p>	<p>Semester 1 (2015-16)  Semester 2 (2016)</p>	<p>Parent Coordinator teachers, school leaders, CBO, other school staff</p>
<p>Teacher in charge and case load adviser will maintain a portfolio of student work; perform regular student conferences and regular parent outreach (phone calls, emails, correspondence, and on the phone as well as in-school conferences) to constantly inform every stakeholder</p>	<p>Teachers, Students</p>	<p>Semester 1 (2015-16)</p>	<p>School Leaders, teachers, CBO, other school staff</p>

		Semester 2 (2016)	
Content teachers will receive instructional supports from the administration in honing their content skills and pedagogues through professional development referrals, regular conferences and feedback	Teachers, School Leaders	Semester 1 (2015-16)	School Leaders & teachers
		Semester 2 (2016)	

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources (administration, teachers, non instructional staff)) Online course instructional resources, schedule adjustments to accommodate professional learning											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> <li>• Students receive 3 official report cards every semester and ongoing progress reports</li> <li>• Midpoint benchmark will be based on the result of the January 2016 regents. Each content area is expected to increase by 2%</li> </ul>										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

#### **4.2 Teacher teams and leadership development was an identified strength and rated Proficient based on the result of the 2014-14 QR results.**

Findings: The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of school goals and the implementation of Common Core Learning Standards. Distributed leadership structures are in place to build teacher leadership capacity.

Impact: Structured teacher team collaboration supports teachers’ professional learning. Teachers are empowered to take leadership roles in the school community and have a voice in key decisions that affect student learning.

The supporting evidence included that teachers meet frequently in content area teams. During a teacher team meeting, teachers were observed utilizing a protocol to review student work to determine the implications for instruction and to develop appropriate interventions to make adjustments to curricula. Teachers are currently engaged in the third cycle of inquiry process, focusing on identified areas of student need in citing evidence in content writing.

The goal for 5C is also informed by the result of the MOSL baseline assessment given in September of 2016 which revealed three skills that students across content areas struggle with. These includes: citing/drawing evidence from texts (articles, books, video, graphs, maps, tables etc.) to support or refute claims; critiquing and evaluating claims and experimental designs and Writing argumentative essays.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- During 2015-2016, teacher teams will continue to examine students work to determine strengths, needs and weaknesses of the student and strategize ways to improve targeted skills using a common “Examining Student Protocol” adapted in the previous year.

- By June 2016, 100% of the teachers must be able to implement a school-wide reading, writing, listening and speaking strategy agreed upon by the teacher team based on formative assessment of students work product that are aligned to the Common Core standard.
- During 2015-2016, teacher teams /departments will implement school-wide system in providing additional support to students who need to pass their regents and /or acquire credits with emphasis on graduating seniors.
- Throughout semesters 1 and 2, teacher teams will review Regents and scholarship data to increase the number of students meeting mastery of the NYS standards, targeted CCLS and increase its passing percentage by at least 5% each content area.
- During school year 2015-2016, 75% of the teachers will conduct inter-visitations at least twice every semester to provide actionable feedback to their colleagues. During these visits teacher teams will decide for focus lens (reading, writing, listening and speaking strategies) and look for evidence of student learning and will provide their peer with a reflection sheet. A completed sheet of the visits will be handed to an administrator.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teachers will look at students work using data analysis protocols adopted from NYCDOE website	Teachers  Students	Semester 1 (2015-16)  Semester 2 (2016)	Administration  Teachers  Non-Instructional staff
Upon examining students work and analyzing trends, teacher teams will make necessary changes to curriculum/units to accommodate students' need of focus.	Teachers  Students	Semester 1 (2015-16)  Semester 2 (2016)	Administration  Teachers  Non-Instructional staff
Provide teachers with coverage in necessary to allow participation in inter-visitation program	Teachers  Students	Semester 1 (2015-16)  Semester 2 (2016)	Administration  Teachers  Non-Instructional staff

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Common planning time for inquiry team meetings, schedule adjustments/coverage if necessary Educational Software and subscriptions to online supplemental resources including NYSTL software funds.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>Semester One – 10<sup>th</sup> and 20<sup>th</sup> week: Analysis of student performance trend and attendance reports</li> <li>Semester Two – 10<sup>th</sup> and 20<sup>th</sup> week: Analysis of student performance trend and attendance reports</li> <li>Progress monitoring will be based on the scholastic data summary per content area every marking period- three times a semester</li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The effective School Leadership goals are driven by the summary of teacher practice( MOTP) observed in the classroom , Regents results, school survey, Quality Review results, scholarship data and PPO feedback.

4.2 Teacher teams and leadership development was an identified strength and rated proficient based on the result of the 2014-2015 QR results.

Findings: The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of school goals and the implementation of Common Core Learning Standards. Distributed leadership structures are in place to build teacher leadership capacity.

Impact: Structured teacher team collaboration supports teachers’ professional learning. Teachers are empowered to take leadership roles in the school community and have a voice in key decisions that affect student learning.

The supporting evidence include that teachers meet frequently in content area teams. During a teacher team meeting, teachers were observed utilizing a protocol to review student work to determine the implications for instruction and to develop appropriate interventions to make adjustments to curricula.

Teachers shared that they are involved in professional development sessions to deepen their understanding of the Danielson Framework for Teaching stating they support each other through teacher led inter-visitations cycles.

During these visits, teachers conduct low inference observations to provide each other with feedback regarding teaching practice and students outcomes. Staff members participate in on-going in-house and network sponsored professional leaning sessions, some of which are led by teachers. For example, all teachers have participated in a professional development series around effective practices for teaching teams, giving effective feedback to students, and family engagement strategies.

The distributive leadership structure empowers teachers to assume leadership roles and to support the professional development of their colleagues. For example, lead teachers develop agendas for teacher team meetings, and share meeting notes and next steps with the school leaders. The principal explained that teacher leads share their focus across departments to norm an understanding of best practice. Examples of shared best practice include literacy supports, scaffolds, and differentiation strategies.

Teachers reported that their voice is valued in the instructional decision-making process, and that teachers have opportunities to lead school wide initiatives. For example, an English teacher promoted the use the Engrade on-line grading system for all stakeholders, and offered workshops for parents to learn how to access and use Engrade.

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**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

75% of teachers will increase the frequency of data-driven analysis during teacher team meetings

During the 2015-2016 school year the following goals will be met:

By June 2016, there will be a 5% increase in the number of students passing their regents across content area.

By June 2016, teachers will have an average of 50% passing percentage in their scholastic data. This goal can be attained by providing the necessary tools, resources, opportunities and regular out- reach to students who have attendance problem.

By June 2016, school administrator will conduct at least 20 observations during the fall semester and at least 20 observations during spring semester. Feedback of the observation will be articulated to the teachers as per the guidelines of Advance.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <p>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).</p> <p>Strategies to promote parent leadership and engagement as a key lever for school improvement.</p>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	
<p>Content area teachers will utilize a wide range of resources to prepare students for the regents i.e. online regents prep, lunch and after school tutoring.</p> <p>Teacher teams/department will examine student data during professional development to identify potential students especially seniors that still need to pass the regents but were not registered in</p>	<p>Students taking regents</p>	<p>Throughout the semester</p>	<p>Content teacher  Administrator</p>

their class. Academic intervention will be provided after school, lunch prep and during circular 6 period so students will be given additional opportunities to pass the regents.			
Regular teacher conference and feedback will be conducted with emphasis on scholastic data and strategies on how to improve credit accumulation. This will allow teachers to address areas of concern and make the adjustments required to improve the way students learn.	Teachers Administrators	Thrice a semester Beginning Middle End	Administrator Teacher Leader
Teacher teams/department will examine student data during professional development to identify potential students especially seniors that needs credit but were at risk of not earning it. Academic intervention will be provided after school, lunch prep and during circular 6 period and survival packet will be given to students so students will be given additional opportunity to earn credits.	All students Especially seniors	On going	Administration Content teacher CBO

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Common planning time for teacher team meetings, CCLS experts or outside professional development										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• The time line for implementation will begin September 2015 and will be ongoing though June 2016.</li> <li>• Teachers teams (example: Math, Science, &amp; social studies; art &amp; PE) will examine students’ work to determine the areas of growth and areas still in need of improvement.</li> <li>• They will use the data to make necessary adjustments to their curriculum</li> <li>• Review of Regents and scholarship data will be implemented by end of February 2016 to measure progress of test scores and determine next steps</li> <li>• By March 2016, 100% of teachers will have at least two rounds of feedback analysis of their Measure of Teacher Practice (MOTP) by the principal and other school leaders with emphasis on the rigor of their curriculum.</li> <li>• By June of 2016, 100% of the teachers will adapt and implement reading, writing, listening and speaking strategies acquired/learned during the professional development sessions that foster rigor, engagement, and alignment to CCLS and utilized school-wide rubric (ELA NYCPT rubric) in assessing student work.</li> <li>• Progress monitoring will be based on the observation and classroom visits conducted by the administrator, inter-visitation reflection of teachers across content area.</li> </ul>

- By June 2016, 100% of teachers will engage in monthly reviews of student work to check for evidence of higher order/critical thinking and deepened understanding of content and concepts in academic tasks, students ability to critique and evaluate claims and develop their ability to write argument essays during the other Professional period schedule-Thursday once a month.
- Progress monitoring will be based on observations conducted by administration, classroom displays, artifacts and collections of student work done by the administrator.
- By June of 2016, 100% of the teachers will utilize the NYC Performance Tasks and beginning of the year (BOY) and end of the year (EOY) MOSL results to gauge and monitor progress of students in mastering the targeted skills.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Feedback from the most recent the 2014- 2015 Quality Review Report indicates that creates a warm environment for families and takes advantage of community resources to enrich the civic life of the school.**

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

- Parents are kept informed of activities and update through the schools monthly bi-lingual newsletter
- The school keeps parents and families welcome by hosting frequent parent/family night mixers, a variety of open houses and workshops are offered which includes healthy lifestyles and fiscal responsibility
- The school keeps an open door policy and the guidance counselor and social worker has assisted students and families in resolving family and living issues
- The school takes advantage of the community by partnering with South Bronx Overall Economic Development Corporation to provide a Learn To Work program for our students to aid in the area of career development skills and expose our students and families to a variety of cultural activities and experiences
- The school takes advantage of the community by regularly hosting college and career fairs and inviting local colleges such as , Monroe, Mercy, Berkley, Lincoln Technical Institute, and local agencies such as , Marine Corps, The Army, and Local Pharmacists
- St. Mary’s Recreation Center employ many of our students and assist them in completing some physical education credits by working as trainers within the facility
- The District Attorney Office has provided workshops to students on their parents legal aid matters
- The local precinct has also collaborated with the schools to present workshops on gang violence and violence prevention
- The school keeps an open door policy and the guidance counselor and social worker has assisted students and families in resolving family and living issues
- The school partners with the (Living for the Young Family through Education) program local in the South Bronx high school campus to provide child care services for our students.
- Students, Parents, Family, and Community are always welcome to the school’s many events

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Specific:**

100% of teachers will increase the variety and frequency of teacher contact with parents and families. They will be supported by Pupil Personnel Services and our CBO Sobro.

**Measurable:**

80% of all teachers will provide at least one form of outreach for students who demonstrate any one or more of the following concerns during a ten-week cycle prior to requesting a case conferencing, mediation or principal conference:

1. Attendance (lateness/absence)
2. Behavior (Social/Emotional)
3. Academic
4. Teacher Professional Assessment (as deemed necessary)

80% of all teachers will provide at least two forms of outreach for students who demonstrate any one or more of the following concerns repeatedly during a semester.

Attendance (lateness/absence)

1. Behavior (Social/Emotional)
2. Academic
3. Teacher Professional Assessment (as deemed necessary)

**Achievable:**

- On Tuesday, teachers have a 40-minute block for Parent Engagement activities.
- During this time, teachers may make telephone calls and send e-mails.
- Attendance Coordinator and CBO-based Social Workers track and report student who are chronically absent.

**Relevant:**

- Teachers are the most qualified to assess the level of support or participation they (the teacher) may be able to garner from a parent to support the instructional growth of students in their classes.

**Time-bound:**

September 2015 – June 28, 2016

- During the 2015 -2016 school year, teachers will make weekly phone call to at least 50% of their students.
- During the 2015-2016, teacher will send progress reports 4 an provide intervention strategies a minimum of 4 weeks prior to the end of the marking period to provide notification of students at risk of failing
- By June 2016, school will be able to design and adapt a structured benchmark/ assessment to inform teachers and other stakeholder of students' strengths, weaknesses, skill level and content mastery.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> </ul> <p><b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></p>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Parent orientation will be conducted to make sure parents are clear about the expectations for their child as they move towards graduation.</p> <p>We will use the sign-in sheets from Open School Week to recruit parents for the SLT and PA.</p>	<p>Parents of new admits</p>	<p>Semester 1 Semester 2</p>	<p>Administration, teachers, guidance counselor, CBO, Parent Coordinator</p>
<p>Teachers will provide late/absent students with an opportunity to make up work that was not completed.</p>	<p>All Students grades 9-12 Parents</p>	<p>Semester 1/ weeks 10 and 20 Semester 2 /weeks 10 and 20</p>	<p>Administration, teachers, guidance counselor, CBO, Parent Coordinator</p>
<p>Teachers will provide attendance team with a list of students and their concerns and a parent outreach will be conducted on a daily basis.</p> <p>Patterns of absences will be monitored by the attendance teacher and personal calls will be made.</p>	<p>All Students grades 9-12 Parents</p>	<p>On going Semester 1 and 2</p>	<p>Administration, teachers, guidance counselor, CBO, Parent Coordinator, attendance teacher</p>
<p>The attendance team will meet to determine interventions needed for at risk students', notify parents for conferences and conduct home visits if necessary.</p>	<p>All Students grades 9-12 Parents</p>	<p>Semester 1/ weeks 10 and 20 Semester 2 /weeks 10 and 20</p>	<p>Administration, teachers, guidance counselor, CBO, Parent Coordinator</p>
<p>Parent communication with teachers will be encouraged using Engrade, school announcements, events, workshops, and calendars</p>	<p>All Students grades 9-12 Parents</p>	<p>Semester 1/ weeks 10 and 20 Semester 2 /weeks 10 and 20</p>	<p>Administration, teachers, guidance counselor, CBO, Parent Coordinator</p>

A monthly parent conference will be scheduled for parents of students with behavior and academic concerns	All Students grades 9-12  Parents	Monthly	Administration, teachers, guidance counselor, CBO, Parent Coordinator
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Use of human resources including teachers, non-instructional staff and administration											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers will Analyze Student Needs Assessment via item analysis on Midterms, Unit Exams, Final Exams, and Performance Based Assessments. This will occur throughout the year, as there are two semesters, wherein interim progress intervals occur. At a minimum, 3% gains are projected for each marking period.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Baseline Testing Regents Analysis	Repeated Readings Interactive Writings Blended Learning (using Plato software)	Small Group/ One-to-One	During the school day
<b>Mathematics</b>	Baseline Testing Regents Analysis	Repeated Readings Interactive Writings Blended Learning (using Plato software)	Small Group/ One-to-One	During the school day
<b>Science</b>	Baseline Testing Regents Analysis	Repeated Readings Interactive Writings Blended Learning (via Plato software)	Small Group/ One-to-One	During the school day
<b>Social Studies</b>	Baseline Testing Regents Analysis	Repeated Readings Interactive Writings Blended Learning (using Plato software)	Small Group/ One-to-One	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Mandated Services	Individual Counseling	One-to-One student Ratio	During the school day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### 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.
<ul style="list-style-type: none"> <li>• Collaboration with College teacher Internship programs with teaching colleges including with Manhattan College and the Borough of Manhattan Community College.</li> <li>• Weekly Professional Development Meetings including Teacher Led work shops</li> <li>• Implementation of a hiring committee</li> <li>• Opportunities for career advancement through participation in grant sponsored teacher certification extensions in E.S.L. and Special Education</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Teachers are engaged in ongoing focused professional development at the school</li> <li>• Teachers are engaged in collaborative daily discussions, department meets, and mini-inquiry meetings</li> <li>• Teachers are given frequent opportunity to attend outside PD's and are provided with professional development from the network or other outside resources offered by the UFT, Danielson, and others.</li> <li>• Teachers engage in frequent cycles of inter-visitation and receive informal and formal timely and actionable feedback from the school leader.</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Not Applicable

#### 3b. TA Coordination with the Regular Program

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

Not Applicable

#### Part 4: SWP Schools Only

##### 4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Not Applicable

##### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are empowered to design their own **CCLS** aligned assessment, baseline assessments, and employ the use of Regents examination to gauge students' knowledge prior to testing. Teachers conduct their own reflection and use feedback from their individual planning conferences and evaluation to determine their own areas of strength and focus when planning for professional development topics.

##### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$84, 800		

Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	\$1,104,426.00		

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

#### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Crotona Academy 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. Crotona Academy High School will support parents and families of Title I students by:

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress

- Providing assistance to parents in understanding City, State and Federal standards and assessments
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- Provide opportunities for parents to help them understand the accountability system, e.g., /State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report
- Host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act
- Schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions
- Translate all critical school documents and provide interpretation during meetings and events as needed
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help

The school will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;

- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee
- Supporting or hosting Family Day events
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress
- Providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC) Template**

**Crotona Academy High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 Act

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- 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

## **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 to learn more about teaching and learning strategies whenever possible
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams
- Share responsibility for the improved academic achievement of my child

## **III. Student Responsibilities:**

- Attend school regularly and arrive on time
- Complete my homework and submit all assignments on time
- Follow the school rules and be responsible for my actions
- Show respect for myself, other people and property

- Try to resolve disagreements or conflicts peacefully
- Always try my best to learn

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Patricia Williams</b>	Assistant Principal <b>Morlena Robinson</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Leticia Domenech</b>	School Counselor <b>Collins Akonu</b>
Teacher/Subject Area <b>Ms. Martinez/Math</b>	Parent <b>Tiza Nunez</b>
Teacher/Subject Area <b>Ms. Scott/Social Studies</b>	Parent Coordinator <b>Omar Meléndez</b>
Related-Service Provider	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Lashawn Robinson</b>	Other (Name and Title) <b>Debra Claudio/CBO</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>125</b>	Total number of ELLs	<b>5</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	5	<b>Newcomers</b> (ELLs receiving service 0-3 years)	1	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	3	1		1	1		1			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

**Freestanding English as a New 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										2		2		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)												1		0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)											1			0
<b>Expanding</b> (Advanced)										1	1	1		0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2		1	
Integrated Algebra/CC Algebra	3		2	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	2		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2		1	
Geography				
US History and Government	2		1	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
We use the New York City Performance Assessment in Literacy that is developed to measure reading and writing skills. After analyzing the results, areas of strength and weakness are identified to inform instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Both students at Crotona scored at the advanced level for listening and speaking. In the past, we noticed that the listening and speaking areas were the weakest areas. Emphasis for writing across each content area will be a priority for both ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The data revealed on the NYSESLAT for one student showed a significant improvement in listening/speaking, intermediate to advanced. The reading/writing portion did not improve.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

At present, only one of our ELLs has shown significant improvement on regents results. The score on the English Regents for this student was at the high interval of level 3. Our second student started with us in October of last school year. We have not been able to ascertain or analyze his performance due to excessive absences. As noted, our one student, classified as intermediate, was programmed for 240 minutes using our extended morning program but he is no longer in the country. Our advanced ELL student received one-to-one tutoring in Living Environment and English Language Arts from our content core teachers on alternating days from 8:00 AM to 8:38 AM Monday thru Thursday.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?  
**Our teachers design tiered lessons to allow every student to have access to the content. In addition, differentiated strategies specifically designed for our special population of students are incorporated in lesson planning.**
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the target language?
    - b. What is the level of language proficiency in the target language for EPs?
    - c. How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
**Teachers collaborate on our special needs students during their planned Circular 6 meetings. In addition, quarterly progress reports from each teacher are reviewed and assessed for patterns of strength and weakness. From this analysis the student's program is developed to meet individual learning needs.**

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
**As a transfer school, all of our students have completed at least one year of high school in a NYC high school, and therefore have already had their ELL status verified. In the event that we have a student transferring from a private school, our testing coordinator, who is ESL certified, would administer the Home Language Survey during the admission process, and if necessary, the LAB-R. She would show the video outlining the options for ELLs to parents and ask them to complete the Parent Choice Form. Students would then be placed in classes according to what they need in order to graduate. In April/May of each year, the NYSESLAT is administered to all eligible students. The ATS RNMR report is used to verify that all eligible students are tested. Each day, one section of the exam is completed and tracked on a chart. After all 4 sections are administered, students who have missed a section are tested until the end of the testing period.**
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
**After determining that a student's status is SIFE, student work and classroom assessments are used to identify areas of deficiency. Some appropriate strategies are: Provide intensive literacy/language instruction. Teach students learning strategies that they can use in the future. Activate prior knowledge. Provide a print rich environment. Engage students in hands-on learning so students are physically involved. Keep the amount of new vocabulary in control. Give frequent checks for communication. When assessing understanding, be open-minded. Allow students to work in cooperative groups. If possible, build the native language content and literacy instruction in order to build on English. Use teaching strategies that weave together language and content instruction, such as the SLOP model. Keep your expectations realistic at the beginning of the year.**  
**Resources:** <http://www.esboces.org/cmslib07/NY01914091/centricity/domain/56/ITIBSE>
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
**LPT members (ESL and Special Education teachers, and Guidance counselor) interview students, review IEPs and HLIS. They then make recommendations for or against the administration of the NYSITELL.**
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
**Entitlement letters are mailed to students' homes in October. Program selection forms would be completed by parents when they first come to enroll their child. Entitlement letters are maintained. Official notification letters are mailed to parents in their preferred language. Students also receive copies to physically deliver to the home.**
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
**On student enrollment, parents are advised orally and in writing of the appeals process.**
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

We have not enrolled ELLs who are new to the system, therefore we have not administered Parent Surveys or Program selection forms. We are a transfer school. The process if needed is for parents to complete the Parent Survey and Program Selection Form right after they view the video during the registration and orientation process. If parents or guardians request additional time to determine which program they would like for their child, then one of our office staff sends home follow up letters and makes phone calls to ensure that they return the needed forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Return status of both letters are followed-up by the Parent Coordinator who sends letters and/or makes telephone calls. Returned letters are then placed in student files for future reference.
9. Describe how your school ensures that placement parent notification letters are distributed. The Parent Coordinator will supervise distribution of letters to all parents and students.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All documentation for ELLs are kept in student record files in a locked cabinet. Files will follow students from school to school.
11. 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. First step is to order the appropriate number of exams, and determine testing area and proctors. Next, administer all four sections of the exam sequentially and in the allotted time period. Completed test should be packaged and returned to scoring centers on the required date.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once ELL status is confirmed, the Parent Coordinator will supervise and initiate the mailing of letters to all parents concerned.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
Our school has not enrolled an ELL who is new to the system and therefore, have not had Parent Surveys or Program Selection forms. All of our students have been in Freestanding ESL program previously and have continued with ESL at PULSE. Given that, they have been in this program for many years. It would not assist the students to change their program at this time.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

Students in our freestanding ESL program are mixed in heterogeneous, ungraded classes. They take their classes with native speakers to share learning experiences. Differentiated instruction allows teachers in all content areas to work with small groups of students to improve their skills. ELLs and former ELLs benefit from being able to work on their skills together and native speakers, we are also able to learn language skills from the ELLs.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All classes are 45 minutes in length, which exceeds the minimum number of minutes required each week for both Beginning and Intermediate ELLs. Each student receives at minimum, the mandated number of minutes according to their levels. Entering level students receive 1 unit of study within an integrated ENL classroom. Transitional level students receive .5 units of study within an integrated ENL classroom. Expanding level students receive 1 unit of study within an integrated ENL classroom. Each unit is delivered by a certified ESL teacher.
3. Describe how core content is delivered in each program model. 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.

Core content is delivered by the content-area teacher. ESL instructional methods and strategies are employed by the ESL teacher in order to make content and language more comprehensible and Common Core aligned. All content area classes are taught in English with supplemental materials to assist our ELLs. Group work is used extensively, which encourages students to interact with each other and allows students to participate at their current skill level. Other assignments differentiated to allow students to progress at their own pace. Small group activities provide the opportunity for academic language scaffolding and Total Physical Response (TPR). Usage of these strategies help our students to meet and exceed state standards and assessments and the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

Students are given practice tests that include sections in all four modalities. Practice includes strategies in listening, multiple choice, reading, and writing for both grammar and composition. In addition, students are instructed daily in all four modalities within their content-area classrooms by ESL as well as content-area teachers. Students are evaluated in all four modalities - reading, writing, listening, and speaking - throughout the academic year. Teachers review student work and plan instruction accordingly.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

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

SIFE in high school are intellectually able to comprehend the assignments but have difficulty completing them because of gaps in their education. Small group instruction allows instructors to more easily identify these gaps and provide further instruction/scaffolding to fill in the holes.

Crotona does not have any newcomers. If we were to have newcomers in the future, they would be placed in classes with

another ELL student "buddy". This partnership would allow a newcomer to have a specific person to go to for questions about academic and social issues. This helps to pave the way to a smoother transition to life and school in New York. They would have the mandated time in ESL classes. Teachers in content areas would provide alternative assignments, based upon the linguistic skills of the student as well as additional time to complete assignments. They would be offered the option of taking mandated exams in English or their native language. Students would be tested at the end of the year to comply with NCLB requirements.

ELLs are placed in mandated ESL classes as well as content area classes. Teachers in content areas would provide alternative assignments, based upon the linguistic skills of the student as well as additional time to complete assignments. They would be offered the option of taking mandated exams in English or their native language. The Testing Coordinator would test students at the end of the year to comply with NCLB requirements.

Long Term ELL students receive more than the mandated number of minutes of ESL instruction. In content areas, differentiated instruction allows students to have alternative assignments, based upon their linguistic skills and are given additional time to complete exams and assignments. They are offered the option to take mandated exams in English or their native language. Each year they are given the NYSESLAT.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Paste response to questions here:

8. 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?

Differentiated instruction is delivered to ELL-SWD's by grouping them with mainstream students to allow them interaction. All work is evaluated daily and areas of deficiency are redressed in following lessons. ELLs with special needs are served by both the ESL and SPED teachers. They have push-in in SPED and ELA classes. They meet daily in Resource Room, to improve skills in all areas. In content area classes they are provided alternative assignments, based upon their linguistic and academic skills and are offered additional time to complete assignments and exams. They are offered the option of taking mandated exams in English or their native language. Each year they are given the NYSESLAT.

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

Heterogenous non-graded class setting enable students to achieve their goals (IEP and instructional goals) and attain English proficiency with the least restrictive environment. Students are supplied with grade-level readings and assessed formatively with graphic organizers and exit tickets. All work is evaluated daily and areas of deficiency are redressed in following lessons.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

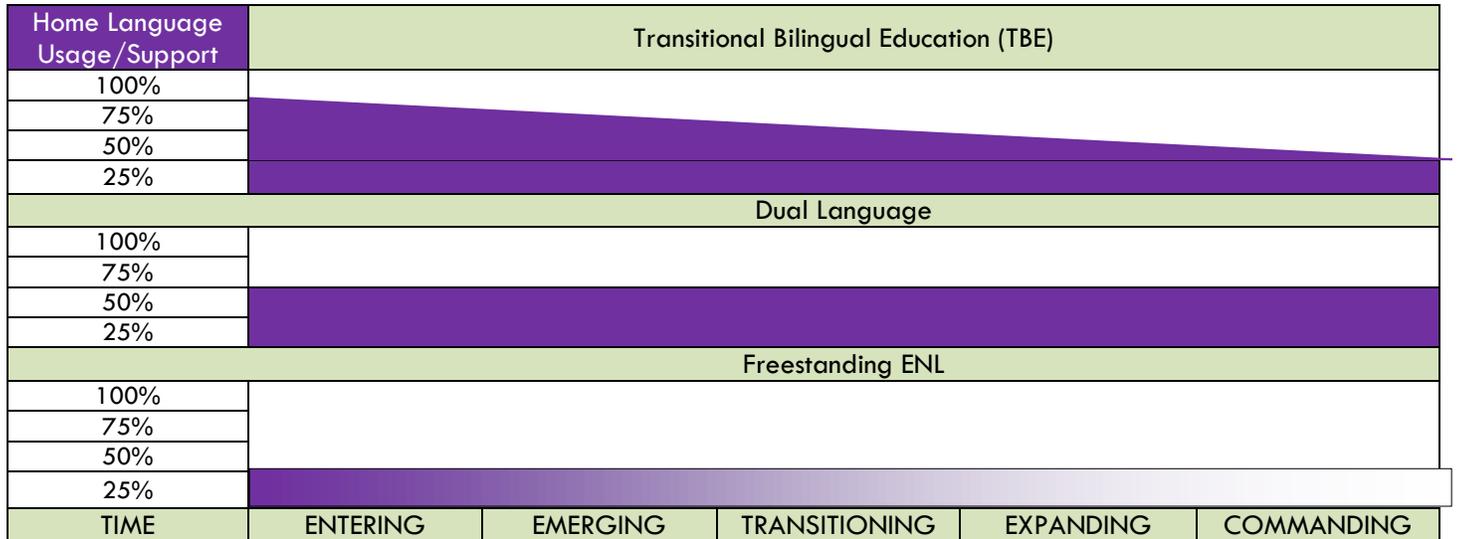


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. ELLs are offered tutoring after school which provides them the opportunity to ask questions on an individual basis, strengthen their skills and to recover credits that they may be missing. Regents preparation activities are also offered after school in ELA, math, social studies, and science. ELLs may also take advantage of one-on-one tutoring, a program which assists students in literacy and numeracy skills. Aot of these classes are provided in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
ELLs meet both content and language development through our freestanding program which allows students to be able to use prior knowledge to interact with new knowledge. Students work cooperatively with native speakers to share learning experiences. .
12. What new programs or improvements will be considered for the upcoming school year?  
No new programs will be considered for the upcoming school eyar.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are eligible to participate in all activities. Our Learning to Work Program, which provides paid internships, counseling, and assistance in attending college works with ELLs. Extra tutoring, Regents preparation, individualized instruction and credit recovery is available to all ELLs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
ELLs have access to biligual Spanish English dictionaries. Materials for some content areas area available in translation. Many of our teachers and support staff members speak Spanish and are able to assist in native language translation/interpretation when necessary.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Ell students are supplied with bilingual dictionaries, bilingual glossaries for classroom and testing, and the ESL teacher provides differentiated instructional resources for home language support
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
ELLs are eligible to participate in all activities. Our Learning to Work Program, which provides paid internships, counseling, and assistance in attending college works with ELLs. Extra tutoring, Regents preparation, individualized instruction and credit recovery is available to all ELLs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
See below
19. What language electives are offered to ELLs?  
Spanish
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### ANSWERS TO QUESTIONS 12-19 FOLLOW:

Crotona Academy High School strives for excellence in teaching all of our students with particular attention to the needs of our ELL population. Our PD plan includes a focus on the literacy needs of all of our student sub groups including ELLs. Our ELA program incorporates all of the best practices of a balanced literacy program and relies heavily on student engagement and the workshop model. It is our belief that great benefit comes from cooperative education, research-based projects and assignments, and differentiated instruction. Our support team individualizes the educational process for each student providing extensive social and academic support for all of our students. Crotona Academy has only is prepared to offer more extended services as the need arises. Our individualized approach to education enables us to accommodate different ability levels. Our guidance and administrative services are quick and

competent and will accommodate learners at all levels. Once students achieve proficiency on the NYSESLAT, we will continue monitoring scholastic achievement. We will also provide tutoring and counseling services too students for success on the Regents Exams.

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

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

B. Standardized Reading Assessments: ELL students take reading assessment tests and are given additional time to complete the exam as needed. The reading assessment test enables the ESL teacher to target balanced literacy instruction to meet the needs of these English Language Learners. The NYSESLAT will be administered to students in the spring semester. The ESL teacher will use instruction time to prepare students for the exam. The results of the NYSESLAT will help us to improve and refine our ESL instruction.

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

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Our PD plan includes a focus on the literacy needs of all of our student sub groups including ELLs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Teachers are offered weekly PD along with general education and SPED teachers and strategies are developed and supported in the engagement 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?  
NA
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Each year part of our PD plan includes workshops about working with ELLs which more than meets the hours required. In addition, teachers have the option to attend QTEL training to further their knowledge.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

All parents are invited to Family Nights and Parent Teacher Conferences, PA meetings and workshops, and student performances. Invitation and information regarding these events is mailed in both English and Spanish. Interpretation and translation is provided to all parents for all events.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Records are kept in a locked file cabinet by the ELL teacher.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. See below

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have a partnership with the CBO Sobbro CBO which provides services to all parents and students. Translation and interpretation is available to all parents.

5. How do you evaluate the needs of the parents?

The needs of the parents are evaluated via phone calls and surveys. When possible, we speak to parents in person. This information is compiled by the parent coordinator who attempts to find or create programs that meet those needs.

6. How do your parental involvement activities address the needs of the parents?

Our parent activities are created based upon requests made by the parents. Whenever the need arises we look for or create an activity to help the parents.

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

### D. Additional Information

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

Paste response here:

## Part VI: LAP Assurances

School Name: <u>Crotona Academy High School</u>		School DBN: <u>07X321</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Williams	Principal		10/26/15
Morlena Robinson	Assistant Principal		10/26/15
Omar Meléndez	Parent Coordinator		10/26/15
Leticia Domenech	ENL/Bilingual Teacher		10/26/15
Tiza Nunez	Parent		10/26/15
Ms. Martinez/Math	Teacher/Subject Area		10/26/15
Ms. Scott/Social Studies	Teacher/Subject Area		10/26/15
	Coach		
	Coach		1/1/01
Collins Akonu	School Counselor		10/26/15
Lashawn Robinson	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 07X321**

**School Name: Crotona Academy High School**

**Superintendent: Lashawn Robinso**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

In assessing the needs Of Crotona Academy High School, we first looked at the demographics of the school. With the school being over 50% Hispanic, it was important to meet with the parents and a survey was provided to determine the language parents would be most comfortable reading, writing, and speaking in. The application for admission also asks our students to indicate what language is spoken at home by their parents. Our outreach efforts to parents through Parent-Student Orientation, Parents' Association Meetings, Open School, and Parent-Teacher Conferences will require oral interpretation or translation.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, French and English

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Newsletters, Parent Council meeting announcements, calendars, parent-teacher conference announcements, letters from the school leadership, Family Night Announcements, 5 week letter student performance letters

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Family Night September, Parent-Teacher Conferences November and March. Informatl interactions (attendance meetings, daily teacher contact with parents, attendance teacher contact, late and absence calls by office staff.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All parental notifications will be translated in the native language and English for each child's home. All school events, parent meetings, and school wide programs are written in both English and Spanish. This service is done in-house by school staff. In addition, we will reach out to the Translation Office at Central for further support.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Based upon the survey taken, it was shown to us that there are parents in need translation services. All school events, partnership events, parent meetings, and school wide programs are interpreted in English and Spanish. This service is done in-house by school staff..

## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Crotona Academy will provide translation services for Spanish speaking parents for all written material as well as interpretation services for any oral communication in accordance with the Chancellor's Regulations A-663.

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent survey, Telephone surveys