

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X524

School Name:

CROTONA INTERNATIONAL HIGH SCHOOL

Principal:

RATRA SHWETA

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 International High School School Number (DBN): 10x524
9-12
Grades Served: _____
School Address: 2474 Crotona Ave, Bronx NY 10458
(718) 561-8701 (718) 561-8707
Phone Number: _____ Fax: _____
School Contact Person: Shweta Ratra Email Address: Sratra2@schools.nyc.gov
Principal: Shweta Ratra
Nakita McNeil
UFT Chapter Leader: _____
Willis Cruz
Parents' Association President: _____
Glenda Delgado
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Glenda Delgado
Boubacar Diallo
Student Representative(s): _____
Diana Vasquez

District Information

District: 10 Superintendent: Kathy Rehfield Pelles
335 Adams Street, room 508, Brooklyn, New York 11201
Superintendent's Office Address: _____
krehfield@schools.nyc.gov
Superintendent's Email Address: _____
718.923.5181
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Affinity Group Field Support Center Director: Alexandra Anormaliza
131 Livingston Street, Room 606, Brooklyn, NY 11201
Director's Office Address: _____

AAnorma@schools.nyc.gov

Director's Email Address:

917.287.9241

Phone Number:

Fax:

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)
Shweta Ratra	*Principal or Designee	
Nakita McNeil	*UFT Chapter Leader or Designee	
Willis Cruz	*PA/PTA President or Designated Co-President	
Irene Adomo	DC 37 Representative (staff), if applicable	
Glenda Delgado	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Boubacar Diallo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Diana Vasquez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Wendy Portillo	Member/Elected Parent	
Jazmin Garcia	Member/ Student	
Bonnie Massey	Member/ Elected UFT member	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ana Potter	Member/Elected Parent	
	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 International High School's mission is to provide a high quality learning environment that prepares recently arrived adolescent immigrants to be resourceful self-advocates and actively contributing members of their communities. Crotona International students will graduate equipped to think critically about the world around them and to effectively communicate their ideas as they work with others to address problems, make decisions, and affect positive change.

Crotona International High School (CIHS) is unique because it serves a population of entirely newcomer immigrant adolescents who are classified as English Language Learners, about a quarter of whom are classified as SIFE (Students With Interrupted Formal Education), which means they may have attended little or no school and are not literate in any language. Like all members of the Internationals Network for Public Schools (INPS), CIHS instruction is based on a unique pedagogical model. The focus of this model is on (1) teaching English language literacy through the content areas, as well as using (2) heterogeneous ability grouping, (3) collaborative learning strategies & structures, and (4) project-based learning to achieve the goal of developing students' English language ability while developing their critical thinking skills and content area knowledge in all content areas, in line with the Common Core. The fact that our students speak over 15 different languages and come from over 25 different countries is a strength of our community, but also poses special challenges for communicating with parents. As a part of INPS, we are also part of a group of schools who are permitted by NYS to graduate our students based on Performance Based Assessment in all content areas, as an alternative to basing graduation requirements solely on Regents exam scores. Having opened in Sept 2011, our first graduating class is this June 2015, and 2015-2016 will be the first year that we are not growing by a cohort of students and teachers. This year we are participating in ongoing professional development in partnership with the Internationals Network for Public Schools to continue to build our capacity within our pedagogical model, particularly with new teaching staff, many of whom are experienced teachers in the NYCDOE and have past experiences teaching ELLs, but who are new to teaching a population of 100% newcomers within the INPS pedagogical model. Our biggest areas of growth in previous years have included DTSDE Tenets 2, 3, and 5, particularly the development leadership structures and opportunities for distributed leadership within the school, the development of curriculum appropriate for adolescent newcomer ELLs with coaching and teacher team structure supports, and the development of our restorative justice program to build culture & social-emotional support to students. Our biggest area of focus this year is in the area of DTSDE Tenet 4 Teacher Practices, particularly in terms of classroom instructional strategies that support students in engagement in rigorous tasks & thinking practices through collaborative learning & discussion. Although preliminary data shows that we have made significant improvements in credit accumulation from the 2013-2014 school year to the 2014-2015, a Guidance Team, Teachers and Principal continued area of focus for 2015-2016 will be to continue improvements in the area of credit accumulation, which is also an area of focus for this year. It is also of note that we were opened in 2011 by NYCDOE as a Career and Technical Education High School with a program in Digital Media – Recording Entertainment Technology (audio & video recording and editing). Now in our fifth year, we are will be applying to NYS for approval and certification of our program in Fall 2015; our seniors are participating in internships and will be sitting for certification exams in order to graduate with CTE-endorsed diplomas.

10X524 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	336	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	4
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	2
School Composition (2013-14)					
% Title I Population	119.5%	% Attendance Rate			85.2%
% Free Lunch	95.6%	% Reduced Lunch			0.4%
% Limited English Proficient	94.1%	% Students with Disabilities			5.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			9.5%
% Hispanic or Latino	86.1%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	2.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	5.6%	% Teaching Out of Certification (2013-14)			33.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			4.35
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	N/A	Mathematics Performance at levels 3 & 4			34.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	46.3%	% of 2nd year students who earned 10+ credits			34.4%
% of 3rd year students who earned 10+ credits	46.0%	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					
Accountability Status – Elementary and Middle Schools					
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				
Accountability Status – High Schools					
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			YES
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			YES
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	N/A				

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.

As per our 2014-2015 Quality Review, as well as internal observations by school leaders, network instructional supports, and Internationals Network for Public School ELL instruction specialists: ‘Across classrooms, there is an uneven level of engagement in challenging tasks, and demonstration of higher orderthinking in student work products and discussion is inconsistent. The pattern of teacher- to-student interaction in full class discussions across classrooms tends toward call and response, with limited students in each class engaged during full class discussions, with teachers calling on the few students who raised their hands. This inconsistent use of teaching strategies that provide for high levels of student participation in well-matched tasks limits the opportunity for all learners to demonstrate their original thinking in class discussions and to produce meaningful work products’.

Based on the need identified in the review, our school needs to design all aspects of instruction including planning, pedagogy and assessment so that students can achieve while engaging in rigours activities.

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 June 2016, 75% of students school wide will show progress towards reaching grade level benchmarks and completing required Graduation Portfolio projects with a Competent or higher.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Provide Professional Development for teachers:</p> <ul style="list-style-type: none"> • From INPS on project based instruction • Teacher leader developed PD aligned to the instructional focus of – <i>‘Creating student centered collaborative instruction while engaging in rigorous tasks’.</i> <p>Instructional coaching by NYC Math Project and NYC Writing Project Coaches</p>	<p>Teaching Staff & Administrators</p>	<p>Sept 2015 & Nov 2015-May 2016, city-wide PD days and bi-monthly in-school PD days</p>	<p>Principal, Instructional AP, PD committee members, PD & Portfolio Coordinator</p>
<p>Conduct peer visitations on non instructional days by discipline teams.</p>	<p>Teachers</p>	<p>November 2015 to May 2016</p>	<p>Discipline Facilitators and Personnel Committee members</p>
<p>Alignment of content outcomes from 9th through 12th grade</p>	<p>Teachers</p>	<p>Sept 2015-June 2016</p>	<p>Discipline Team Teachers</p>
<p>Analysis of scholarship reports by each marking period and identification of instructional next steps.</p>	<p>Teachers</p>	<p>Six times during the school year 2015-16</p> <p>Once every month for SY 2015-16</p>	<p>Principal, Assistant Principal, Discipline and Team Facilitators</p>

<p>Participation at every INPS coordinated intervisitation within Internationals Network</p>	<p>Teachers</p>	<p>Based on evaluation options and observation schedule from Oct 2015 to June 2016</p>	<p>Assistant Principal</p>
<p>Feedback on evaluations aligned to the instructional focus measuring components of INPS and Danielson Rubric</p>	<p>Teachers/AP/Principal</p>	<p>Sept 2015</p>	<p>Principal and Assistant Principal</p>
<p>Teams of teachers conduct workshops for parents on Family Night to educate them regarding the curriculum and expectations of the team of teachers.</p>	<p>Parent/Parent Coordinator/ Teachers/AP/Social Workers/Principal</p>		<p>Principal/Social Workers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>-- Teacher leaders work as PD & Portfolio Coordinators, Team and Discipline Facilitators, Special Education and Attendance Coordinators.</p> <p>-- Paying instructional coaches to work closely with teachers and teams.</p> <p>-- Substitute teachers and coverages during intervisitations and peer visitations.</p> <p>-- Time built in, in the teacher program for conducting peer visitations.</p> <p>-- Weekly instructional meetings with teacher leaders, where teacher facilitators plan agendas, finalize protocols (for task quality & looking at student work), and troubleshoot teacher team work around data review and course passing rates/credit accumulation</p>											
Part 4b. 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 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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>Quality of tasks & student progress monitored by principal through teacher & student work reviewed in content-area facilitators’ meetings</p> <ul style="list-style-type: none"> Scholarship report analysis and next steps designed by teachers Student progress will be assessed to project credit accumulation figures by team and grade level, using scholarship report analysis protocol. Peer visitations will be conducted by teachers and monitored by Personnel Committee. Principal/AP and Discipline Facilitators will assess rigor and common core alignment of benchmark and GWPP tasks for January and June portfolios. Evaluations will be conducted by Principal and AP with actionable feedback given on the instructional focus using Danielson Framework and INPS rubric. Minutes of meetings and committees will be reviewed regularly by Principal and AP. <p>Instructional coaches keep a log to be reviewed by the Principal and AP.</p>

Mid Point Check:

- Student progress will be assessed during February 2015 mid point mark to project credit accumulation figures by team and grade level, using scholarship report analysis protocol.
- By February 2015, every teacher would have completed at least four peer visitations with evidence for each.
- Principal and AP will assess rigor and common core alignment of benchmark and GWPP tasks for January and June portfolios.
- By February at least 50% evaluations will be conducted with actionable feedback given on the instructional focus using Danielson Framework and INPS rubric.
- Minutes of meetings and committees will be reviewed regularly by Principal and AP
- Instructional coaches keep a log to be reviewed by the Principal and AP

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.

As per our 2014-2015 Quality Review informal feedback:

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

Although this has been identified as an area of strength for us, increased number of suspensions in 2014-2015, teacher leadership teams bi-annual feedback, & student council bi-annual feedback have expressed a need for more in-depth, ongoing training, norming, and support for staff & students around restorative practices and culture, in as much as this culture ultimately affects the academic success of students in classrooms.

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 June 2016, our school will use restorative practices to resolve all (100%) conflicts to improve school culture.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Each social worker assigned to work closely with two teams in order to divide up case load and increase communication with students and adults.	Teachers, Social Workers and Students	Oct 2015 to Jan 2016	Assistant Principal
Invitation will be extended to parents, students – perpetrator , harmed and affected, team teachers and school leaders to participate in Justice Panels to resolve conflicts and to identify consequences and provide an opportunity of reflection for the community as a whole.	Teachers, Parents, Students, AP/Principal, Social Workers/Guidance Counselors.	Sept 2015- June 2016	Assistant Principal
Creation of a new Ladder of Interventions based on revised Discipline Code.	Guidance Team, Teachers and Principal	August 2015	Guidance Team, Teachers and Principal
Monthly parental engagement by conducting workshops for parents based on their choices identified through a survey.	Parents	Nov 2015- June 2016	Parent Coordinator and Principal
Institution of a School Culture Committee to meet on a bi-monthly basis	Teachers	October 2015 to June 2016 (bi monthly)	School Culture Committee Liaison
Institution of an Attendance Committee at school with an Attendance Coordinator and a point person for each team	Teachers, Community Coordinators, Principal and AP	Bi monthly meeting (Sept 2015 to May 2016)	Principal and Attendance Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Parent coordinator will create a calendar with parent input during monthly PTA meetings
- Teachers will become involved in conducting PTA workshops regarding instructional practices.
- Social Workers will work with two teams each
- Social workers will no longer be assigned advisories of their own

- One of the two advisories will be about "passion Tuesdays" which is theme based and students get to choose.
- One of the two advisories is run as a circle for promoting healthy relationships and open communication.
- Increase in after school academic and enrichment activities.
- Bi-monthly committees made for school wide non instructional decisions - made up of school personnel and primarily teachers.
- Increased communication via horizontal and vertical structures at school.
- Student council facilitated by social worker.
- Building council made up of student and staff representatives of all three schools to increase harmony amongst students

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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.

- Having a log of Justice Panels run by the Restorative Justice Coordinator.
- Jumprope comments with inclusion of not just incidents but follow ups and interventions as per school's ladder of interventions.
- Living Environment survey results.
- Monthly check in with the students by the Principal.

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 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.

As per our 2014-2015 Quality Review:

- Distributed leadership structures are in place through teacher collaborations in structured inquiry team meetings that promote achievement of school goals and implementation of the Common Core Learning Standards.

-All teachers are scheduled to participate in structured professional collaborations as outlined in teachers’ schedules. Vertical and horizontal teams meet weekly using the Graduation Worthy Portfolio Checklist and Tuning Protocol to review curricula, student data and work products in order to strengthen the instructional capacity of teachers and align teacher practice to the school’s goals and instructional shifts.

-Teacher teams meet regularly to contribute to the achievement of the school-wide focus to increase rigor and student-centered lessons.

-Distributive leadership structures are in place through team facilitators. Team facilitators set agendas and coordinate team meetings. Facilitators meet regularly with the principal during regularly scheduled meetings to discuss instructional observations, suggest professional development and next steps for teachers.

Areas for growth outlined by bi-annual feedback from teachers & evidence from administrator’s observations of teacher team meetings & classrooms indicate a need for continued development of/improvement upon rigorous common tasks/assessments, with increased attention to the meaningful integration of CTE across the content areas.

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.

By June 2016 each disciplinary team will have successfully implemented two Benchmark and one Graduation Worthy tasks.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional development for teachers around Graduation-Worthy Portfolio Projects and Benchmark tasks to set expectations & standards, as well as provide ongoing professional development in the areas of depth, scaffolding/differentiation, and language development through content</p>	<p>Teachers</p>	<p>October 2015 to June 2016 August PD, Election day PD, monthly in-school Monday PD , Discipline and Interdisciplinary Meetings, Peer and Intervisitations</p>	<p>Principal, INPS, PD committee , Discipline and Interdisciplinary Team Facilitators, PD and Portfolio Coordinator</p>
<p>Alignment review & adjustment of benchmark rubrics Graduation-Worthy Portfolio Rubric during content-area discipline collaboration meetings</p>	<p>Teachers</p>	<p>2x/week per discipline, Sept 2015-Nov 2015</p>	<p>Content area team facilitators, Principal</p>
<p>Alignment of (1) collaborative interdisciplinary instructional team meeting time and (2) collaborative content-area discipline instructional team meeting time to (3)school-wide Professional development time, so as to advance the development, review, and improvement of this work in a cohesive and consistent manner</p>	<p>Teachers</p>	<p>Weekly (content area team facilitators – day TBD, PD committee –day TBD, Interdisciplinary team facilitators-day TBD)</p>	<p>Content area team facilitators, Interdisciplinary team facilitators, PD committee, principal</p>
<p>Contracting of the Internationals Network for Public Schools consultants to provide rubrics, materials, and high quality PD around co-planning of Graduation-Worthy Portfolio Projects (tasks)</p>	<p>Teachers</p>	<p>Minimum 2x/semester= Nov, Dec, Feb, March for full staff PD; Portfolio committee meets weekly on Wed for items to be turnkeyed into teacher teams Ongoing Nov 2015 to June 2015</p>	<p>Principal, teacher facilitators, INPS portfolio committee teacher representative, Portfolio committee</p>

Giving clear guidelines and support materials to interdisciplinary teams for implementation of the tasks	PD and Portfolio Coordinator		Principal and PD & Portfolio Coordinator
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>--INPS Rubrics and PD modules</p> <p>--Weekly meeting times for facilitators, teacher teams, and all-staff PD (see above)</p> <p>-- Bi-weekly portfolio and PD meetings</p> <p>-- Weekly check in with the PD and Portfolio Coordinator.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. 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>
<p>All teachers except 12th grade teachers must have implemented a minimum of 1 task by January and 1 by June with a portfolio style presentation to build portfolio culture from 9th grade onwards. 12th grade teachers only implement once during the year.</p> <p>-Principal monitors teams’ progress through meeting notes, reporting out & sharing of draft materials in the team facilitators meetings</p>

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

Part 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 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.

As per 2014- 2015 Quality Review formal & informal feedback:

-There is an established culture for learning that communicates high expectations to staff and students and provides support to achieve those expectations.

-Structured collaboration and distributed leadership structures set up by the principal model and allow for professional growth of teachers and staff, as well as increased student achievement .

Areas for growth outlined by bi-annual feedback from teachers & evidence from administrator’s observations of teacher team meetings & classrooms indicate a need for continued development of/improvement upon creating consistency across classrooms around INPS tenets of best practice for ELLs

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.

By June 2016, school leaders will conduct weekly meetings with teacher leaders to increase communication across the school in order to improve school culture.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Principal will meet with team and discipline facilitators on a weekly basis and with committee facilitators, administrative staff and guidance liaison on a bi-monthly basis</p>	<p>Principal, teacher leaders, guidance representative, administrative staff representative.</p>	<p>Sept 2015 to June 2016</p>	<p>Principal</p>
<p>Students will be invited to the bi monthly meetings depending on the need or proposal from them</p>	<p>All the above and students</p>	<p>Sept 2015 to June 2016 (need based/ongoing)</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session will be given to all the members on these committees as they will meet outside of the school day.</p>											
<p>Part 4b. 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 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. 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>
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Minutes will be generated for each meeting and shared with the staff.

Increase in communication across school will be assessed via check –in during each meeting.

Flow of information will be evidenced by the minutes of the team and discipline meetings carrying information and discussion summaries of the Principal and teacher leader meetings.

By February 2016, CIHS would have completed at least 15 meetings with the teacher leaders in the same structure.

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.

Although School Survey results indicate high level of satisfaction on the part of parents re: their children’s academic instruction, safety, and social-emotional support, feedback from PTA meetings & bi-annual survey of staff indicate a need for further developing the number and variety of parents actively engaged in school-related activities and opportunities for families

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.

Hiring of a highly qualified parent coordinator, to replace our previous parent coordinator who has moved into a college advising roll

By June 2016, we will conduct a monthly PTA workshop for parents to improve communication between school and parents.

Hiring of a highly qualified parent coordinator, to replace our previous parent coordinator who has moved into a college advising roll

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Hiring of a highly qualified parent coordinator, to replace our previous parent coordinator who has moved into a college advising roll</p>	<p>Parent Coordinator</p>	<p>Aug 2015</p>	<p>Principal, AP, hiring committee</p>
<p>Provide parents with training & support in accessing up-to-date information on their children's academic progress using the Jumprope database</p>	<p>Teachers & Parents</p>	<p>Oct 2015 and Feb 2016</p>	<p>Parent Coordinator, Data Specialist, teachers</p>
<p>Parents in Parent Association will go over the plan for the year and create a calendar of topics and workshops.</p>	<p>Parent Association officials and Parent Coordinator</p>	<p>November 2016</p>	<p>Principal meets with Parent Coordinator. Parent Coordinator conducts meeting with the Parent Association Officials.</p>
<p>Host a minimum of 3 college-preparatory focused workshops to engage parents as partners in the college process</p>	<p>Parents, College Advisor, Guidance Team , Parent Coordinator</p>	<p>Nov 2015, Feb 2016, April 2016</p>	<p>Parents</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>College advisor, Parent coordinator, CARA college access program consultants -Jumprope database</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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.

- Bi weekly parent coordinator collects & principal reviews advisors' logs of parent contact & connected Jumprope comments

-Parent feedback debrief during January & June PTA meetings

-Parent feedback at the end of each workshop/event

-Principal meets with parent coordinator & college advisor in February & in June to review feedback & adjust next steps accordingly

-Funding for refreshments at parent events

Part 5b. In **February 2016**, 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)				
Mathematics				
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Crotona International High School recruits highly qualified teaching candidates through both the NYCDOE Open Market system and via the Internationals Network of Public Schools, a non-profit organization that oversees and coordinates activities amongst the NYCDOE's 15 International High Schools. Through our membership in this network, we have access to resumes of the school system's most highly qualified pedagogues with vast experience working with ELLs, which is the demographic of 100% of all of the International High Schools' student populations. Our network also had for several years its own in-house student apprentice program, I-START, in which the certification program curriculum (developed in conjunction with Long Island University) and student teaching practicum are aligned with the pedagogical philosophy of the Internationals Network for Public Schools, called the Internationals Approach. All I-START teachers-in-training work side-by-side with a mentor teacher in an International High School throughout their apprenticeship year. By the end of the year, they are deemed eligible by the NYCDOE to work as full-time teachers within the public school system. Many of these new teachers find positions within on the city's 15 International High Schools. Through this innovative program, the International High Schools "train their own" new teachers. CIHS currently has 1 teacher graduate of this program.</p> <p>CIHS rate of teacher attrition is extremely low, due to opportunities for teacher leadership and high quality professional development. Through our team facilitators, discipline facilitators, PD committee, and Portfolio committee, teachers have great decision-making power in establishing, maintaining and altering school-wide policies. Further, professional growth of all pedagogues is fostered on two levels: bi-weekly content-area discipline meetings and weekly interdisciplinary grade level team meetings. During common prep periods, all teachers of the same subject area discipline meet twice a week in order to co-plan and to follow school-wide protocols in order to analyze and provide feedback on each other's curriculum, with a critical eye towards meeting the tenets of the Internationals Approach, as well as the school-wide goals as informed by the Danielson framework. Teachers also meet in their interdisciplinary teams twice a week in order to discuss student academic & social-emotional progress, and examine the work of their mutually shared students. In this way, all of a student's teachers come together to discuss his or her progress, as well as look for broader patterns in student learning that can be altered to improve student achievement. Because each interdisciplinary team includes one ESL-certified teacher and/or Special education teacher, each team member, regardless of subject area certification, learns about ESL & special education strategies to further enhance instruction</p>

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).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	277,937.00	x	5A,5B,5C,5D
Title II, Part A	Federal	0		
Title III, Part A	Federal	33,356.00		5B,5E
Title III, Immigrant	Federal	0		5E
Tax Levy (FSF)	Local	2,854,969	x	5A,5B,5C

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 International HS**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Crotona International HS** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

Crotona International HS 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 (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>119</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>8</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>5</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

AFTER SCHOOL TITLE III INSTRUCTIONAL PROGRAM

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

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

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

Part B: Direct Instruction Supplemental Program Information

INPS. There are 28 sessions of 2 hours for each section meeting on Tuesdays (2:45-4:45). There are 29 sessions of 2 hours for each section meeting on Wednesdays (2:45-4:45). There are 27 sessions of 2 hours for each section meeting on Thursdays (2:45-4:45) and 16 sessions of 2 hours for the section meeting on Fridays (2:45-4:45).

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

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

- Rationale for the selection of program/activities

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

- Times per day/week

- After school Title III program courses are taught by the following teachers: On Tuesdays, 1 Social Studies-certified & 1 ESL certified (for SS), along with 1 ESL & English dual-Certified (for ELA), along with 1 math-certified & 1 ESL certified (for math) ; On Wednesdays: 1 ESL & 1 ELA certified (for ELA), 1 ESL & 1 SS certified (for SS), and 1 ESL & 1 Math certified (for Math). On Thursdays: 1 ESL & English dual certified (for ELA), 1 ESL & 1 Math certified (for Math) 1 ESL & 1 SS (for SS) ; and Fridays: 1 Biology & 1 ELA certified (for science), 1 ESL & 1 SS certified (for SS), 1 Math & 1 ESL certified (for Math) Nick Klinovsky (ESL - certified). They use Regents textbooks in English, Global Studies, and U. S. History, Regents prep books, and materials created and/or adapted by the teachers themselves. Co-planning occurs on Wednesdays 9:11 - 10:03, and focuses on integrating language development strategies with content instruction.

- Program Duration

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

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

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

Part C: Professional Development

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

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

Begin description here: _

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

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

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

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

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

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 10	Borough Bronx	School Number 524
School Name Crotona International High School		

B. Language Allocation Policy Team Composition

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

Principal Shweta Ratra	Assistant Principal Stephanie Semidey
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ariel Nadelstern	School Counselor Shanneell Skrine Downer
Teacher/Subject Area Israel Soto/Social Studies	Parent Willis Ant Cruz-Cruz
Teacher/Subject Area	Parent Coordinator Maria Dominguez
Related-Service Provider	Borough Field Support Center Staff Member Alexandra Aanormaliza
Superintendent Kathy Pelles	Other (Name and Title) type here

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	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	342	Total number of ELLs		ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	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					
All ELLs	311	Newcomers (ELLs receiving service 0-3 years)	259	ELL Students with Disabilities	15
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	52	Long-Term (ELLs receiving service 7 or more years)	

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	
TBE										0
DL										0
ENL	259		15	52						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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
TOTAL	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: _____
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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										84	84	47	45	0
Chinese														0
Russian														0
Bengali											2	2		0
Urdu														0
Arabic													2	0
Haitian										0	0	0	0	0
French										2	5	2	5	0
Korean	0									0	0	0	0	0
Punjabi	0									0	0	0	0	0
Polish										0	0		0	0
Albanian										0	0	1	0	0
Other										2	3	2	2	0
TOTAL	0													

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
Entering (Beginning)	0									50	46	12	24	0
Emerging (Low Intermediate)										0	0	0	0	0
Transitioning (High Intermediate)										14	16	15	21	0
Expanding (Advanced)										1	5	6	3	0
Commanding (Proficient)										0	0	0	0	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													20	36	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	71		12	
Integrated Algebra/CC Algebra	173		47	0
Geometry/CC Algebra	0			
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
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				
Geography				
US History and Government				
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.
 For newcomers we use EdPerformance assessment to assess our students' literacy skills. We also use teacher-created assessments to provide us with each student's grade level in reading comprehension, writing, speaking and listening skills. The results offer a breakdown of specific areas of strengths and weaknesses, so we can gear our instruction toward helping the student in areas of academic need and tailor extra help specifically geared to those students. The teacher made assessments allow us to assess student's decoding skills, vocabulary and comprehension. The results of these assessments are shared with our content area teachers. This information helps inform our school's instructional plan, allowing us to design curriculum to address the specific needs of students. This data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes as well as in our afterschool and Saturday programming, students see improvement, in their scores over time. We are also using formative assessment tasks based on the Internationals Network Graduation portfolio rubrics. This data, along with that culled from our intake interview process, show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). This data provide teachers with the information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts. Furthermore, by using a standards based grading system, it allows teachers to track students' growth in specific learning targets in all modalities and make informed decisions to help adjust instruction around language acquisition.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The following is based on results before the 2015 NYSESLAT results are available. (This section will be updated when we receive the new 2015 NYSESLAT results.)

 The NYSESLAT data indicates that the majority of our incoming class are beginners. However, over the course of their 4 years most of our students improve in their literary skills.
 An analysis of our NYSITELL and NYSESLAT results for the school reveals several things:

- a) Our population is incredibly heterogeneous in terms of language ability.
- b) Most students classified as beginners and intermediates are situated in the lower grades (9 and 10) while most students deemed advanced and proficient are in the higher grades (11 and 12).
- c) The vast majority of students show improvement in at least two of the NYSESLAT language modalities.
- d) Our NYSITELL data indicates that although most of our new arrivals test as Beginners and nearly all score very low in listening, reading, and writing, after this, the most crucial pattern we see is one of improvement.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses state and city data regarding our Annual Measureable Objectives (AMO) to identify subgroups that need extra support in order to achieve success.

- As we identify specific subgroups and the areas in which they need support (i.e., Asian subgroup needing support on ELA Regents), we inform our instructional teams and a plan for support is devised; this happens in the form of extra support, the use of native language tutors for those students continuing to struggle, peer tutors and meetings with parents to inform them of the support plan.
- Our Steering Committee, made up of representatives from the school, meet to analyze "Scholarship Report" data from our specific support plans in working with students involved in our AMO outreach. The data we analyze charts the progress of these students in their different classes.
- Professional development workshops are created and implemented regarding specific techniques and sharing of best practices related to meeting the needs of students in relation to the AMO. These workshops include topics such as "writing across the curriculum" and "preparing students for the ELA in all content areas."

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a) The patterns across proficiencies and grades is one of growth and improvement. As stated above, this bears out in the NYSESLAT but also on other assessments, exams and portfolio assessments across proficiencies and grades. As members of the Internationals Network for Public Schools, which is a network of schools who have been granted a variance which allows for portfolio based assessment in lieu of the NYS Regents exams, we only administer the New York State ELA Regents exams and Integrated Algebra Regents. Although our students are given the opportunity to take the IA Regents Examination in the their native language (and for other exams before the waiver), students have chosen to record their answers in English. Most students use the side-by-side translations to help them complete the work in English. As students move through our program and in the older grades they tend not to use the translations or request them, even when they are available.

b) Using Periodic/interim assessments to inform instruction:

The Crotona International Hogh School is currently using the Internationals Network for Public Schools rubrics to design and access baseline and benchmark projects that help teachers to inform instruction and monitor students' progress. Baseline and benchmark assessments will be done in all subject areas and in all grade levels this school year. These assessments are aligned to the INPS rubric in each discipline area (literary essay, research paper, mathematical application project and original science experiment).

The indicators use of interim progress and accomplishment are that:

- 9th, 10th, 11th and 12th graders will have a baseline assessment administered in the fall semester.
- Subject area teacher will provide feedback to student on baseline assessment.
- 9th, 10th, 11th and 12th graders will have a benchmark assessment administered in the spring semester.
- All 10th and 12th graders will work with a mentor teacher throughout the year on portfolio projects.
- 9 th , 10 th and 11 th grade interim portfolio will be held 2x during the year.
- 12th grade graduation portfolio is the final assessment with the NYS Performance Standards Consortium's rubrics.

c. From our periodic assessments, we have learned that students of all levels struggle with organizing their writing and using evidence and examples to support their ideas. Department teams of teachers are meeting weekly to share instructional strategies and plan instructional changes which can quickly be implemented in their classrooms. These will also be used to formulate modifications to classroom level instruction and to inform curriculum decisions. Teachers use native language assessments to determine literacy areas where the students may be struggling and to demonstrate understanding of content. A native language assessment is part of the 10th grade interim portfolio packet and presentation. An analysis of formative assessment scores and ELA Regents performance has shown correlation. Our formative assessments are predictive of ELA Regents performance. As a result, students who do not fare as well on the formative assessments can be given interventions and supports earlier.

5. 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*.]
Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
As part of the Internationals' Network for Public Schools (INPS), every child's second language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:
- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strength of each member of the school community to optimize learning.
 - Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society.
 - Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program.
 - Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.
 - One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.
- Therefore, based on this Internationals Approach, students' backgrounds are viewed as assets in the classroom.
- Foreign transcripts, parent home language survey, NYSESLAT, NYSITELL, ELA, and academic content class grades/teacher feedback are all used to inform us as to the child's academic history and background, assisting us in developing an individual academic support plan for a student.
 - Important information from Home Language Survey, parent interviews and information on the child's education history are shared with the child's teachers so that teachers take this data into account when developing instruction.
 - Second language development techniques are "turn-keyed" by the resident, certified ESL teacher on each instructional team.
 - All teachers on instructional teams design inter-disciplinary units collaboratively, incorporating ENL strategies and developmentally appropriate activities into each activity, unit and assessment. In doing so, all content area teachers are building student language skills.
 - The principal and principal's cabinet direct instructionally-based, teacher-led committees such as the "Teaching and Learning Committee" to revise rubrics and design professional development workshops revolving around curriculum that is designed to integrate language and content in order to facilitate language development in our ENL students.
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?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our program is measured through the analysis of a wide array of data sources, including:
- Graduation rate
 - Course pass rate
 - Regents pass rate
 - Attendance rate
 - Learning Environment Survey-student results
 - Learning Environment Survey -parent results
 - Learning Environment Survey-teacher results
 - Drop out rate
 - College Now class passing rate
 - Portfolio passing rate
- Internal quarterly scholarship reports

The Flushing International High School is part of the Internationals Network for Public Schools which is a network of schools who have been granted a variance which allows for portfolio-based assessment in lieu of the New York State Regents Exams. We only administer the ELA Regents exam and Integrated Algebra Regents exam, which is why these are the only Regents we have included.

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.

All students admitted to The Flushing International High School from a New York City junior high school are recently arrived immigrants who have scored at the beginner or intermediate rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, are first administered the HLIS by our Guidance Counselor, Shanneell Downer, who is also a certified ESL teacher. She then conducts an informal oral interview as additional information to help determine if the student is an English Language Learner. Toni administers the HLIS and conducts the informal interview in Spanish herself since she has a bilingual extension or with the assistance of a translator, if needed, in their native language. On staff, we have translators available in most of our major languages, Spanish, Chinese, Korean. New admits then take the NYSITELL within ten days of admission and for those students who are initially identified through the interview process as having had some interrupted education, they are given the LENS assessment. Shanneell Downer administers the Spanish Lab to Spanish-speaking students within that same time frame. AP Stephanie Semidey and ESL Teacher Ariel Nadelstern, administer the NYSITELL. Our AP and ELL Coordinator, Stephanie Semidey monitors the intake process including the administration of the NYSITELL and is notified of each newly admitted student so they can be tested within the ten-day period. Bilingual interpreters are available on site for the overwhelming majority of our students’ native languages. In other instances, we utilize the NYC DOE’s Translation and Interpretation services for completing these required intake procedures with over-the-counter admissions; All ELLs, as identified in ATS through the RLAT report, take the NYSESLAT during the spring testing period as required by NYS regulations. Stephanie Semidey prints out the RLAT and RLER (for very recent new admits) reports to determine eligibility. Since the vast majority of our students are eligible to take the exam, Kevin works with all of our ESL teachers to give the Reading, Writing and Listening one instructional team at a time over a period of 5 days in May. Students who are no longer ELLs are pulled out and given assignments by their classroom teachers. These same lists are distributed to the ESL teachers on each instructional team to ensure that over the period of a month that the Speaking section is administered to them. This process ensures that all of our ELLs are tested. Students who are absent for any part of the test are tested during a series of make-up sessions.

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).

We plan to identify SIFE students as follows:

All new students are given a SIFE questionnaire and provide a writing sample during the summer orientation for new students prior to the start of school in September. The questionnaire and writing sample are administered by an ESL licensed pedagogue. During the first week of school in September, the instructional teams review all SIFE questionnaires and writing sample to determine which students will need further support. In addition to the writing samples and SIFE questionnaires, teachers are asked to observe all new students during the first weeks of school and then make recommendations to the SIFE Committee of any students whom they feel should be further evaluated. Students who are initially identified as SIFE through the intake interview, questionnaire, or student work observation process are given the LENS assessment. The work is reviewed by the SIFE committee. Once the SIFE determination has been made by the SIFE Committee, the Assistant Principal, Stephanie Semidey, will make sure that the initial SIFE status is indicated on the BNDC screen no later than 30 days from the initial enrollment. The SIFE Committee will meet monthly to discuss if the status of the initial SIFE status of new students needs to be modified for up to one year of the students' enrollment. If the status of any student needs to be modified within one year of enrollment, the Assistant Principal will make the modification on the BNDC screen in ATS. In addition, if a student receives a score of intermediate/transitions or higher on the NYSESLAT the SIFE status will be removed.

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).

When a new student enters our school with an IEP, our Language Proficiency Team (LPT) becomes involved with the identification of the student as an ELL to determine if the student is eligible to take the NYSITELL. The LPT team consists of our Assistant Principal Stephanie Semidey; Shanneell Downer the school counselor; Julie Vattamala, a certified Special Education teacher; the individual student's parent/guardian and a qualified interpreter or translator. If we do not have a qualified interpreter or translator on staff then we utilize the Translation Unit to provide over-the-phone translation services in the student and parent/guardian's preferred language. In order to make the determination of if the student should take the NYSITELL, the LPT looks at a series of factors which indicate the student's English language development based on the HLIS interview, the results of an individual student evaluation in the student's preferred language as described in CR Part 200.4(b)(6), information provided by the Committee on Special Education as to whether the student's disability is the main factor determining whether the student can be proficient in English as well as looking at the history of the student's language use in school and at home.

After gathering evidence, our LPT team will meet to determine if the student may have second language acquisition needs and

therefore must take the NYSITELL or whether the student's disability is actually the main determining factor affecting the student's ability to become proficient in English and that the student should not take the NYSITELL. If the LPT team reaches the decision that the student should not take the NYSITELL because the student does not have English language acquisition than the LPT team sends their recommendation to the principal. After looking over the evidence the principal will either accept or reject the LPT team's recommendation. If the principal rejects the LPT decision than the NYSITELL will be given to the student. However, if the principal agrees with the LPT and after reviewing the evidence feels that the student should not take the NYSITELL than that recommendation is sent to the superintendent for a final decision.

Once the superintendent sends back a final decision, we have three days in which to notify the parent of that decision in their preferred language. If the superintendent decides that the student must take the NYSITELL, we have 5 school calendar days to administer the NYSITELL. Finally, the Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

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.

Shanneell Downer, our guidance counselor is responsible for the entitlement letters . She with the assistance of Parent Coordinator Maria Dominguez, mails home to parents the entitlement letter once the NYSITELL score is available. The AP/ELL coordinator, Stephanie Semidey and Shanneell with assistance from Maria, ensure that continued entitlement letters are sent home in subsequent years using the results of the spring NYSESLAT exams. Copies of entitlement letters, nonentitlement letters and continued entitlement letters are kept in a binder in the main office.

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).

Parents of incoming students will be informed that they have the right to appeal their student's ELL status within 45 days of enrollment during the initial intake session and by letter and phone call after their ELL status is determined. The parent coordinator, Ms. Maria Dominguez, will follow up with a phone call to the home of all students taking the NYSITELL within 10 days of the initial entitlement and non-entitlement letter informing parents of that they have the right to appeal their student's ELL status within 45 days of enrollment.

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.

The bilingual Guidance Counselor Shanneell Downer, with the assistance of the Parent Coordinator, Maria Dominguez and translators when necessary, are responsible for taking the following steps:

After completion of the HLIS and informal interview, parents of newly enrolled students are immediately offered the opportunity to see the video and are given a brochure, in the appropriate native language if available, when they enroll their child. Ms. Mendoza presents each of the programs and the research on it. Then, she is available to answer any questions on the programs. A staff member who speaks the family's native language is available to translate questions. In the case where we have a low incidence language that our staff does on speak, we use the DOE translation unit. Once questions have been satisfactorily answered, parents complete the Program Choice forms. If a parent is not able to attend this meeting, they are invited to attend a series of ongoing meetings we hold once a week during the busy enrollement period and then as needed to ensure that the families of new admits see the video within 10 days.

Parents choose one of the three NYCDOE program models. If parents choose an ESL program for their child, we place that student into our ESL program. If parents choose otherwise, we help the families facilitate a transfer to another school. However, should the number of parent selections for either a dual language or bilingual TBE model reach the required number, we will consider opening a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. Copies of the forms are kept in the office and are regularly updated by office staff on an Excel sheet. The ELL coordinator, Kevin Hesseltine, routinely analyzes our Parent Choice Forms for trends and would work with the parent coordinator and our in-house translators to reach out to families who had previously requested a TBE or dual language program if one becomes available.

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.

When parents meet for their orientation and initial intake interview and are informed of all three program models the parents are given the Program Survey and Program Selection to complete in their preferred home language to enable parents to indicate their program choice. Although parents are informed that they must complete and sign the form within five school calendar days, we have the parents complete the Parent Survey and Program Selection form in a timely manner by having the parents complete the form at the time of their initial intake meeting. As Program Selection forms and parent surveys are submitted to our Guidance Counselor Toni Mendoza, copies are made and originals are filed in students' cumulative folders. Our office staff keeps and maintains the copies in a binder in the main office. A check-list of all new students are kept in the folder and students are checked off by our family worker to ensure that the Program Selection forms and surveys are returned. The AP/ELL coordinator periodically reviews the folder to make sure that it is complete and to review the numbers and trends of selection choices. If all Program Selection forms have not been submitted by the end of September, individual calls, in the native language using the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If for any reason the parents have not returned and signed the completed Parent Survey and Program Selection forms within the five calendar school days their child is placed as an ENL, the school then follows up with phone calls. If contact cannot be made by phone, registered letters are sent home in order to obtain the signed forms from the parent. All of these are done to reach out to the parent in an attempt to receive the signed forms.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by the Assistant Principal Kevin Hesseltine of all ENL students who should be exited from ELL status. Then, the school sends Non-Entitlement/Transition letters to the parents of the students who have exited the program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Each student's Parent Survey and Program Selection forms are kept in the students permanent cumulative record file located in the guidance office. The non-entitlement and entitlement letters (for each newly identified ENL student) are also maintained in the student's cumulative permanent record folder located in the guidance office. In addition, copies of the non-entitlement and entitlement letters (for each newly identified ENL student) as well as copies of the program selection forms are kept in a central file in the main office.
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. All ELL's, as identified on the RLER and RLAT report in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort is made to attempt to have students who are absent for any part of the test make it up during a series of make up sessions. The school's goal is always to test every ELL in the school. Nearly the entire school is made up of ELLs, we determine NYSESLAT eligibility through ATS using the RLER report. Therefore, all students are given reading, writing, listening on the same day early in the testing period. Speaking is done over the course of the month by the certified ESL teachers in our school by pulling out students one-on one. Absent student are made up on make-up days.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by the Assistant Principal Stephanie Semidey of all ENL students who should continue with their ELL status. Then, at the start of the new school year in which the student continues to be entitled, the school sends Continuation letters to the parents of the students who will continue in the ENL the program. The Continuation Entitlement letters are sent out in the parent's preferred language whenever possible.
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 uses the language development model, the Internationals Approach, which is classified as a Free-Standing ENL instructional program by the DOE. Our parents have requested Free-Standing ENL. Our school monitors the trends in the parent choice letters by carefully examining each parent choice letter and recording the selected choice. Based upon Home Language Survey forms and the parent choice letters gathered over the past 5 years the trend clearly shows that over 95% of our parents have clearly chosen the ENL model for their children. The data provided by the Home Language Survey and parent choice letters collected from parents clearly supports this trend and is aligned with parent requests. We clearly explain the various options available to parents and if necessary an interpreter is present to be sure that the parent understands the options. The HLIS and selection form data clearly shows a trend in parent choice for the ENL model. According to the HLIS and selection form data, 97% of our parents choose the ENL model. Therefore, the program models at our school are aligned with parent/guardian requests. If a parent/guardian requests a TBE or Dual Language program and there are not enough requests at our school for such a program, we assist them in contacting the

Office of Student Enrollment so they may consider other program choices in another school. We monitor the selection form to insure that if we do get a sufficient number of requests we would open another kind of program and notify the parents who had requested it in the past that they program was now available if they wanted to move. Since we have opened 10 years ago, most parents have requested ESL, which is what we offer at our school.

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.

. Instruction:

Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75-100 students. While teachers are responsible for teaching their own individual classes, they plan curriculum jointly and occasionally team teach classes as well. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are on three distinct interdisciplinary instructional teams while 11th and 12th grade students are on distinct instructional teams. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project or learning activity. Teachers also use these blocks to take advantage of learning opportunities outside the building at such places as museums, cultural organizations, and other community organizations

Integrated and Standalone ENL are implemented in the following way: Beginning/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL (with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area. Intermediate/Transitioning will receive 180 ENL minutes per week which consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week which consists of 180 minutes of integrated ENL/ELA or other content area. Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week which consists of 90 integrated ENL/ELA or other content area.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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)?

As per the new CR Part 154 requirements, beginning September 2015, students will be carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Beginners/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area.) Intermediate/Transitioning will receive 180 ENL minutes per week (this consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week (this consists of 180 minutes of integrated ENL/ELA or other content area.) Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week (this consists of 90 integrated ENL/ELA or other content area.)

We have a series of delivery models to ensure that each student receives these mandated ENL and ELA minutes through discrete ENL classes as well as many classes taught by dual certified ESL/content area teachers. (ie: teachers who have dual certification in both ESL

and a content area such as ESL/English and ESL/Social Studies certification.). All of our content area teachers are trained in language development and ESL methodologies and some are pursuing ESL certification. The school schedule and teacher programming ensure that all entitled ENL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ENL instruction in order to meet the number of minutes they require of ENL instruction each week.

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.

At Crotona International High School our ESL teachers as well as all of our content area teachers provide content area support for ELL's through all content area classes. All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge.

The instructional method used in delivering content area instruction is through the Internationals Network for Public Schools (INPS) Approach. This research-based instructional approach utilizes five strategies which foster language development and meet the demands of the Common Core Learning Standards. They consist of heterogeneity and collaboration, experiential and project based learning, language and content integration, localized autonomy and responsibility and one learning model for all. A variety of instructional materials are used such as: laptops, library books, work books, dictionaries and teacher-generated activities. The educational principles of The Internationals High Schools we include an approach to curriculum that is student-centered, inquiry-driven, and project-based, revolving around themes and essential questions that provide a balance between content and English language skill building. Small, heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on their native language as a resource. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context. In order to provide our students with native language support in the content area we provide our students with bilingual dictionaries, peer group support, native language texts and projects to assist in the classroom.

All students take math, science, social studies, arts, and ESL and/or English every year. The Internationals approach is similar to a sheltered instruction model in that content area teachers have an understanding, training and background in teaching ELLs. Because students are on a team with an interdisciplinary team of teachers, the team works together to develop curriculum and materials for their ELL students. The ESL teacher on the team provides support in the scaffolding of the work and in incorporating the content of other classes into their language class as a means of additional support. Although the language that teachers use from the front of the room is English, the language of instruction for specific Common-Core aligned projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. A variety of English and native language texts are used in the classrooms and many projects incorporate a native language component. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that develop both language and content knowledge simultaneously. The school makes a significant investment in professional development to make sure all of our teachers in every subject area have the necessary skills and conceptual understanding of language development to deliver the needed instruction that meets students' needs. This professional development is ongoing and sustained from year to year and has focused on the past few years on aligning all of our curriculum to the Common Core.

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

ELL's are appropriately evaluated using the instructional strategies as described in Question # 6 (a-e) below. At orientation, incoming ELL's are given a native language assessment. For more common languages, students on intake are administered paperwork in native language and are interviewed. Spanish speaking students are administered the Spanish Lab and our native language staff can give feedback on projects and assessments. For languages where we don't have formal assessments in place, we rely on community partners, peers and families for feedback throughout the year. At Flushing International HS, we greatly value students' native languages. All of our interdisciplinary classes have native language components to them. We have a comprehensive native language performance-based assessment which all of our ELL students must complete.

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

Our ENL program is taught through content area courses. All of our class periods are 52 minutes in length. Therefore, our programs exceeds the 540 minutes per week of ENL instruction required for Beginner/Entering students; the 360 minutes per

week required for Low Intermediate/Emerging students; the 180 minutes per week required for Intermediate/Transitioning students; the 180 minutes per week required for Advanced/Expanding students and the 90 minutes per week required for Proficient/Commanding students. All of our classes are content area ENL and differentiated ENL instruction.

Key to the International's model is ensuring that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year, reading, writing, speaking and listening. The vision of The International High School is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college, and beyond.

Heterogeneity is one of the Five Core Principals of the Internationals Approach espoused by all International High Schools in New York City. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender or membership in an ELL subgroup. Students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:

- Layered Curriculum-students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and "intelligences."
- Leveled Reading Materials-students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels.
- Jigsaw Readings-readings covering a class topic are divided among students so that all are reading text at their level; students must then "jigsaw" and meet with students who have read different text and share their knowledge orally, then collectively answer questions about the material presented through all of the texts.
- Collaborative Group Work on Projects-students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

All of our ELL students are assessed using formal PBAT portfolio assessments as well as informal class projects which access the four modalities of reading, writing, speaking and listening. ELL students continue to be assessed throughout their four years by portfolio projects (PBAT's) which are required in all classes and Core subject areas. The rubric used to evaluate these projects and the performance tasks that are created and administered assess all students in the four modalities of reading, writing, speaking and listening. In addition, all students take the ELA exam in their 11th or 12th grade on three of the modalities. Since our school is comprised of entirely of English Language Learners (or former ELLs), all the teachers work towards attainment of content and language development in their classrooms. As our school has collaborative team structure, teachers meet on a weekly basis in their interdisciplinary teams as well as in disciplinary teams. Teachers plan their curriculum with each other's supports and share their best practices. Every team has minimum two teachers certified in ESL. Our school's instructional model is project based instruction which involves teaching content through language integration at each level. We use a mastery based grading system where students are evaluated formally and informally on the content as well as language outcomes. These language outcomes are shared across teams of teachers and focus on all the four modalities: listening, speaking, writing and listening. Besides developing their language through project based instruction, our students engage twice each year in formal and authentic assessments. These formative assessments are presented through portfolio presentations of common core aligned projects. Every student defends his or her products of experiential learning through oral presentations supported by evidence from the written work.

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

a) Instructional plan for SIFE Students:

We have found that many students that are labeled SIFE in ATS seem to be mislabeled, since some of these have been some of our highest achieving students. Therefore, through our internal interview and assessment process, we make sure to identify any SIFE student that will need additional support. In all content area classes, all SIFE students are heterogeneously mixed with their ELL peers. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. During a twice weekly targeted intervention period, our SIFE students work with a certified ESL teacher on their team for additional support. A weekend Explorers program and after-school tutoring provide additional support for these students.

b) Instructional Plan for Newcomer ELL Students:

Newcomer ELLs are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Newcomers may also participate in our Explorer's Club, a series of excursions to cultural institutions throughout NYC with companion literacy activities focusing on developing verbal and written skills.

c. ELLs receiving services for 4 to 6 years are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

d. Long-Term ELLs are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Long-term ELLs receive support in our Senior Institute Seminars, a class that meets three times per week and is geared towards helping these students make up missing credits or preparing for the specific Regents examinations they have not yet passed.

e. While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of language development. Our instructional model, the "Internationals Approach," insures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Former ELLs also receive the appropriate testing accommodations including extended time, use of bilingual dictionaries and translated versions of the test in their native language when available.

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.

In order for the school to ensure that the student's academic progress has not been adversely affected by the re-identification appeal the following actions will be taken: The principal, Shweta Ratra will review the Re-Identification Process decision between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and student. The principal will meet with a qualified staff member from the student's instructional team as well as the parent/guardian and the student. Based on these discussions and consultations, if the principal feels that the student may have been adversely affected by the determination, than the principal will make sure that the school provides the student with any necessary additional support. The principal may also reverse the determination within the 6-12 month period if she feels that the student was adversely affected by the determination. If the principal decides to reverse the ELL status of a student than she will consult with the superintendant. The parent/guardian, and/or student must be sent notification of the final decision in writing in the parent's preferred language within 10 school calendar days.

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?

The guidance counselor, Assistant Principal and Special Education teacher review all IEP's for ELL-SWD's to ensure that all IEP mandates are being met and to ensure that the ELL-SWD student receives the appropriate program in the least restrictive environment. After reviewing the mandates of the IEP, the full team of teachers meet with the Special Education teacher to discuss specific instructional strategies that would prove valuable to the growth of the ELL-SWD student and follow the mandates of the IEP. The team along with the guidance counselor, Assistant Principal and Special Education teacher ensure that all of the mandates in the IEP are carried out. If additional support is needed the student is provided with additional support services as per the IEP.

The ELL-SWD students who may have learning needs undiagnosed in their home country, have been here a short time and are only beginning to learn English, and/or have experienced serious disruptions and inadequacies in their earlier academic preparation are addressed by creating instructional opportunities geared to their needs. Students with Individualized Education Plans (IEP's) receive full support from the instructional teams to which they belong. Those students are included in mainstream classes, and receive additional services in language, counseling, and adaptive physical education. In biweekly meetings, the teachers of our instructional teams meet to review the progress of these and other students. Teams of teachers

along with the guidance counselors meet regularly throughout the semester to review the progress of each student in accordance with their specific IEP.

Some of the specific instructional strategies for ELLs depending on the requirements of their specific IEP's include: Teachers, guidance counselors and special education teacher meet regularly to discuss the individual needs of the ELL-SWD student. Once students have been identified as ELL-SWD and a program has been established following the mandates of their IEP, the challenge is to find ways to teach the student the skills they require while also teaching the student to read, write and speak English and acquire content knowledge when they may have limited, if any academic skills, have specific disabilities as described in their IEP and may have serious affective issues as well. In order to service the ELL-SWD student in the least restrictive environment, students are mainstreamed into the regular academic class and each team provides extra services: including one-on-one work with a paraprofessional, small group instruction and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs are made to allow the student time to meet with the necessary special service provider depending on the students specific needs.

Other strategies include scaffolding students' work in the regular heterogeneous classes for most of the school day by developing collaboration between the special education teacher or service provider and the content area teachers. A team teaching approach would be used in which the special education teacher plans with the content area teachers to map out strategies and best practices and to access the students strengths and areas which still need improvement.

If necessary, ELL-SWD students are expected to attend extra after school homework sessions and are also enrolled in our weekly Saturday Explorers Literacy Program which serves to enhance their literacy skills through exploration of NYC and its environment.

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?

We have a very small number of students with IEPs. A special education teacher both pushes in to classes and pulls students out during school-wide intervention periods. ELLs identified as special needs are accommodated per the mandates of their IEPs, which in most cases involves an ICT model. These students are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Our special education teacher pushes in to these classes and works individually and in small groups with these students for Math and Social Studies classes and pull out SETTS classes 5x a week. In addition, the special education teacher works with teachers to further scaffold the curriculum to meet these students individual needs and goals. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

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.

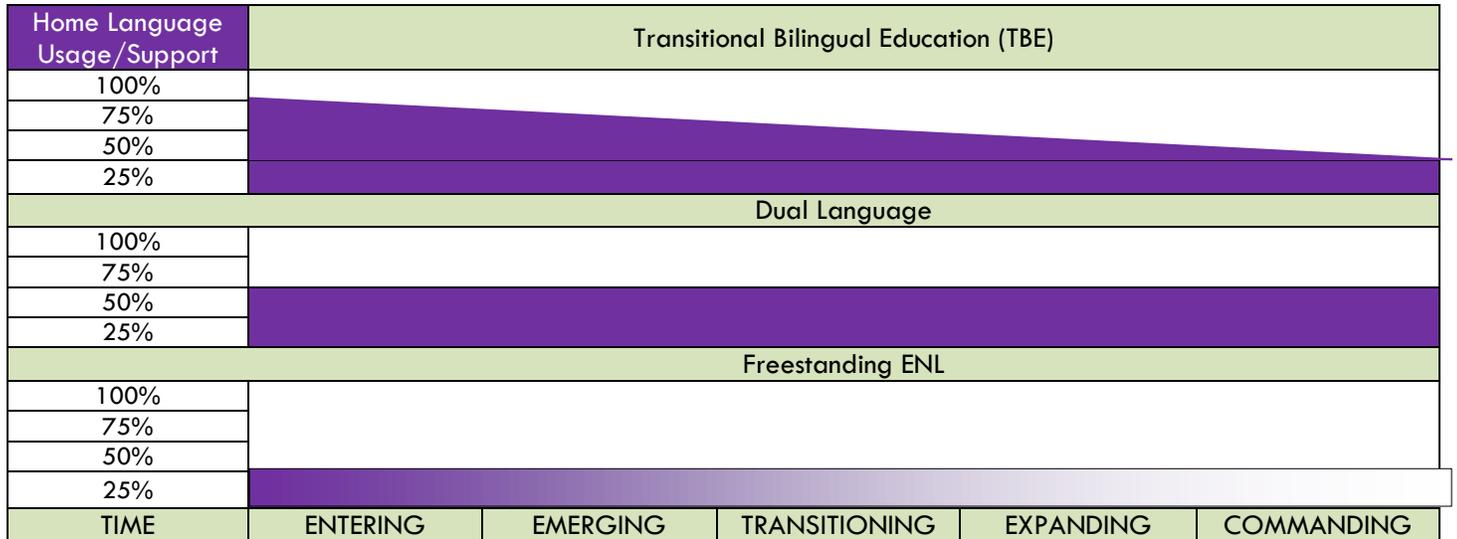


*Note “other approved services” does not apply to New York City at this time.

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.

All of our targeted intervention programs are geared towards supporting all of our ELL subgroups; teachers running these programs implement the "Internationals Approach" in all of them:

- Language & Enrichment program: 3x a week junior institute ELLs are programmed for a period in which they are provided extra time to work on their projects with language outcomes in small groups.
- Theme based Advisory - Students spend one 53 minute period per week in doing extra curricular activities while engaging in all modalities of language instruction.
- Socio-emotional support Advisory - 1x week students sit in circles and talk about socio emotional issues while practicing all language modalities.
- Regents Prep classes – Older ELLs who have not yet passed the Integrated Algebra or ELA Regents Examinations are offered Regents preparation classes taught in English.

iLearn NYC: targeted online credit recovery

Credit intervention classes: offered 3x per week to support students in meeting class outcomes that they have not yet mastered and/or completion of course extensions.

- Student Government Involvement—ELL students have opportunities to do community service, research projects, and leadership training. This will culminate in their understanding of social issues that pertain to immigrant populations and thus enhance cultural awareness, social learning and a positive adjustment to American society. Every year, all 11th grade ELL students participate in an internship/career readiness program. These are all supplemental activities which will aid our students in acquiring English through a variety of community involvement activities. This targeted intervention targets students in all content areas but gives special emphasis to the content area of Social Studies.

Opening Act--2hrs/week available for improv & performance development program, where students develop both English & native language through theatre

French Heritage Language Program (in collaboration with the French Cultural Heritage Center) – this two-hour weekly program supports native language literacy for our francophone ELLs. This class is taught in French

Before/After School Tutoring-content area teachers in Social Studies, the students native language, English, Math and Science. Content area teachers in Social Studies, English, Math and Science provide support to students in all sub-groups in small group settings for one to two hours per week. Although all students may avail themselves of Before/After School tutoring the main ELL sub-group which are targeted are the SIFE students, Newcomers and ELL-SWD students. This not only includes students who are having difficulties with their class work but also provides assistance for students who are working on their 10th grade and Senior Graduation portfolio projects which include their social studies research paper, native language project, math project, science project, English literary essay, creative project as well as their mastery statement. These classes are taught by licensed pedagogues in the content area. Native language support is provided to students in all of the above mentioned intervention programs through the use of paraprofessionals, bilingual pedagogues, student peer and college mentors who share a common native language. In addition, bilingual dictionaries and multi-lingual computer software are utilized as well.

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

These programs are effective in a number of ways. First, students get individualized help that targets specific content or language deficiencies and gives students tools to meet the standards. Also, research indicates that involvement in extra-curricular activities in high school is one of the few interventions that benefits students from low socio-economic status (Everson and Millsap 2005), so not only do the above-mentioned tutoring classes help with student achievement, but the numerous culture clubs, peer training, student government, yearbook and sports teams also help indirectly, because they increase attendance and motivation. Furthermore, since students in these clubs speak a variety of languages, they must use English to communicate, helping their language development. The effectiveness of these programs is measured through analysis of participants' grades, attendance, informal/formal assessments in the programs and teacher anecdotes. The effectiveness of our language and content integration program is monitored by our alignment to the Internationals Network rubrics and its Core Values. Through heterogeneous groupings and collaborative activities that require students to use English as a vehicle for communication to complete rigorous, inquiry based projects, students' language and content knowledge is being developed simultaneously.

- The graduation portfolio rubrics are used to assess student growth in both content and language progress and knowledge.

Instructional teams develop projects and curriculum units that address both the linguistic and content needs of the students.

Departments develop inter-disciplinary and content-specific academic vocabulary and concept lists, with students being required to use this language in both oral presentations and written work. The culminating assessments of this academic vocabulary and content scaffolding are Performance Based Assessments required of the students in each of their subjects, some of which (Literary Essay,

Research Paper, Math and Science) are part of our graduation requirement. Academic as well as non-academic programs that our school offers are designed and instructed to further the big goal of our school, which is to support students in their content as well as language development. The College Now programs support students in attaining credits and prepare them for the expectations of the college level instruction. The disciplines of Math, Science, Social Studies, English and Art support students in recovering credits in the specific disciplines where they are struggling or in doing more challenging work to enhance their skills based on the mastery based grading system our school adopted. These programs also prepare students to take the Regents Exams while engaging them in project based experiential learning as per INPS standards. All the programs offered are targeted towards and suit the needs of students ranging from beginner ELLs to advance ELLs. The SSR, Explorers Club, Team Interventions classes are targeted towards supporting mainly beginner ELLs but are not restricted to them at the same time College Now and Intensive Senior Institutes are catered towards enhancing the development of Intermediate to Advance ELLs.

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

More targeted support for our SIFE students. We are sending teachers for professional development. We are partnering with CARA, a college and career access organization to strengthen our college access curriculum. In addition we are strengthening our ELL enrichment program, with enrichment courses in ELA and MATH and targeted credit intervention to support struggling students. We are also looking into offering AP courses in students' native languages.

Reaching out to the Mayor's office tech program Digital Ready to support our CTE program.

Development of internship sites over the course of this year, for rising 12th graders to begin in summer and into Sept/Oct 2015

Documentary Project through French Cultural Heritage

Saturday academy for additional Math & ELA & CTE support

Summer Bridge (in addition to outcomes make-up from previous years)

College Now - credit bearing college courses for students

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

We do not plan to make any cuts in our programs or services pending any change in the budget.

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

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

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

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

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

-Internationals Network for Public Schools New Teacher Toolkits

- ELA and Math Regents Review for ELLs
- Student Government

Some of these clubs all take-place after-school and are paid for with both Title I and Title III funds. The goal is to continue the students' development of their English language skills.

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.

Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials for all subgroups. Some examples include:

- QTEL Institute curricula (language)
- Internationals Network for Public Schools curricula (provides language and content materials)
- History Alive! and Facing History curricula (history)

Core curriculum for NYC high schools (content materials)

- Technology including:
 - o iMovie, Final Cut Pro (digital editing software)
 - o Garageband
 - o iPhoto
 - o Microsoft Office applications
 - o SMART Boards in all classrooms

- o VoiceThread
- o Google Documents and Google classroom
- iLearn Desire to Learn
- Achieve 3000
- Aventa online curriculum (Spanish and English)

Various native language texts (mostly Chinese and Spanish) in Global History, Living Environment, math and literature
 In addition, we are developing classroom libraries that include both fiction and non-fiction books in both English and our students' native languages (including Spanish, French, Bengla, and Arabic.)

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

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

-Internationals Network for Public Schools New Teacher Toolkits

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

Native language skills are a valued aspect of all subject area classes. Students are required to complete a Native language project as one component of their graduation portfolio. This native language project is an informational, communicative or creative piece in a language other than English, along with a written explanation of the piece in English.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our instructional teams meet regularly to ensure that required services and supports correspond to ELLs' age and grade levels. All of the required services for high school-aged ELLs are available to students. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources. If a teacher or instructional team is having problems locating published materials that are appropriate to the age of the ELLs then the instructional teams work together to create an adapt material which will be appropriate to the age level of the ELL. Our teachers understand the importance of utilizing materials and resources for the ELL's appropriate age level in order to keep them engaged in learning. In addition, instructional teams are encouraged to attend professional development workshops throughout the year in order to help them better meet the needs of ELLs with age and grade level appropriate to the content of the classes.

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).

Prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. In addition, students are given an advisor who meets biweekly with the student to assist the student, answer questions and ensure that the student is adjusting well.

19. What language electives are offered to ELLs?

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

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)?

Paste response to question here:

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.)
 1. Professional development for all staff at The Crotona International High School is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:
 - Inquiry Projects – groups of subject area teachers in a common area engage in action inquiry-based research projects throughout the year in order to learn more about specific ESL methodologies and strategies that will enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest. This year, each content area group of teachers is focusing on different aspects of language development, specifically related to writing, and the Common Core Standards. Each group of discipline teachers is engaged in a Common Core Task, use it to diagnose student learning needs, collaboratively plan instructional strategies to meet these needs, and an analysis of the success of this instructional implementation.
 - Weekly professional development meetings for all pedagogues, which include the following activities:
 - o Analysis of student work in order to improve instruction/design interventions
 - o Analysis of student assessments (project-based learning)
 - o Social-emotional progress of a teaching team's shared students
 - o Formation and refinement of discipline specific benchmarks at each grade level
 - o Peer critiques of teacher-generated curricula
 - Peer observations – all pedagogues observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result. The broad focus of these peer observations is on how teachers can most effectively support students' language development in all classes and subjects.
 - All staff participates in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development. All-day workshops are provided for APs, pedagogues, ELL coordinators, paraprofessionals, therapists, parent coordinators, counselors.
 - International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.
 - QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
 - Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.
 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?

We have had ongoing Common Core training over the past 2 years and will continue to do so as we have been working to align all of our projects and curriculum to these standards. The Internationals Network for Public Schools has offered several PD sessions on the Common Core. Teachers have worked with their departments to learn about the Standards in term of their discipline as well as strategies to implement them.
 3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Professional development for all staff at is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

Interdisciplinary teams take responsibility for orienting new students to our school and program through our advisory program and by pairing them up with a "buddy" who shares the exact same class schedule. Counselors meet with teams each week to address concerns on the team and to help them support students as they transition. Counselors receive training through the Internationals

Network. Our Student Support Committee has liaisons to each team and an administrator who meet biweekly to discuss student support issues, like transitioning and to create advisory curriculum to support advisors in this process.

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.

All of our teaching staff, which includes teachers who do not hold ESL or Bilingual licenses, are provided with a series of professional opportunities at International High School. The professional development program focuses on providing teachers with various instructional strategies for teaching English Language Learners. It also focuses on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards. These professional development sessions are facilitated by fellow faculty members and school administrators.

All professional development at our school is focused on building capacity in all teachers to support students' language development in all classes by employing ESL methodologies since most of our students (and all of our newly admitted students) are ELLs. The professional development program described above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of forty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities. Since all staff participate in the above-mentioned professional development opportunities throughout the course of the school year, everyone receives many more hours than the current mandate. Our PD committee develops each PD and maintains records in our PD binder.

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?

We will hold annual individual meetings with parents of ELLs at least one time during each school year, in addition to the four regular parent teacher conferences. At these meetings teachers will discuss the goals of the program, the language development process of the individual student, the language proficiency assessment results as well as the student's language development needs in all content areas.

At this meeting we will have content area teachers, the student counselor, and a school staff member to translate as needed. If no staff member is able to translate than we will utilize the DOE Translation Unit to hold over the phone translations.

Crotona International High School has teachers working collaboratively on five interdisciplinary teams. Each of the teams meet together to discuss students' language development and content knowledge progress, language proficiency assessment results and language development needs during their weekly two hour meeting.

Each interdisciplinary team has 40 minutes of their weekly team time to utilize for parent involvement time. This period of time which is within the teacher's contractual day is specifically set aside for meetings with parents of ELL's. Each team is assigned a Community Associate in order to place phone calls to parents to schedule meetings.

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.

All records are kept in the assistant principal's office. In order to ensure that parent needs are accommodated we will utilize our faculty members in order to make phone calls to parents to arrange individual meetings. When a faculty member is not available to translate we will utilize the DOE Translation Unit to ensure that all parents receive information about their individual parent meeting in their native language. Our five interdisciplinary teams will work with parents schedules to coordinate the best time for the individual parent meetings.

Upon parents arrival to school, they will sign-in in the main office with translation help when needed. Teams will document which parents attend their meetings and will make follow up outreach to any parents who have not been able to attend a scheduled meeting.

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

Our entire school is for ELLs, all the parents involved are parents of ELLs or former ELLs. Over 50% of our students' families regularly attend Open School Night and Open School afternoon. Turnout is lower for monthly Family Association meetings, even though we pair such events with student work showcases and CBO workshops We have far more engagement with parents and families at the individual student and interdisciplinary team level through our teaching teams as teams meet regularly with parents and guardians of our students. Our PTA officers meet monthly to plan workshops and monthly meetings. They also call families to encourage them to participate. We currently have 5 parents who are regular participants in our SLT. We also work with a CBO to encourage parent involvement. They run a Power Parents group made up of 15 of our parents who participate and volunteer regularly in our workshops and activities. For all meetings and activities we always have in-house Spanish, Chinese and Korean translators available. We use outside services if any other languages are needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

- International Rescue Committee (IRC) (refugee support services)
- The New York Immigration Coalition (NYIC) (immigration, college and career)
- The Committee for Hispanic Children and Families
- New York Student Leadership Council (rights for undocumented students)
- CUNY (college access and financial aid)

We provide translators in our major languages (Spanish, Chinese and Korean) and seek outside translators for other languages.

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

The school encourages the Parent representatives on the School Leadership team to constantly help the school in evaluating the needs of our parents. In addition, the Parent Coordinator keeps in touch with parents in an attempt to keep a pulse on parent needs and requests. An Administrator attends the monthly PTA meetings to encourage parents to share their concerns and needs. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at PTA meetings. In addition, Parent needs are determined through surveys distributed to them by the parent coordinator and subsequently collected and analyzed by the PTA. This occurs in the beginning of the year, when surveys are sent home in native languages with students and distributed at Parent Teacher Association meetings. In addition, monthly consultations are held with the officers of the PTA to determine needs on an ongoing basis.

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

1. Our parent coordinator encourages parents to become involved

in our school community by sending home monthly informational flyers and organizing monthly meetings. Monthly parent teacher association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as "Tricks & Resources for Saving," "Understanding the College Process," or "How to Help with Homework." The content and themes of the meetings are selected specifically with the needs of immigrant families in mind, based on a list of topics of interested generated by parents the first meeting of the school year. On-staff translators and student assistants translate all content into several languages including Arabic, French, Spanish, Wolof and Fulani. Attendance at these meetings is generally high with 50-70 families in attendance. 5-10 staff members attend every meeting, and many parents express the opportunity to informally check in with teachers about their child's progress as a motivating factor in attending meetings. Our parents are encouraged to accompany the students on trips and to attend our school-wide events such as the Turkey Drive and CTE Showcase. Anywhere from 20-30% of our students' families regularly attend Open School Night and Open School afternoon.

2. CIHS partners with several different organizations in order to provide workshops and/or services to ELLs and their families including The Center for Hispanic Children & Families, NYPD Community Affairs Bureau, assorted legal & financial specialists. All mailings relevant to these partner organizations are sent home in both English & the family's requested language for communication. Translations are made possible in-house by our multi-lingual staff or through the NYCDOE translation services.

3. Parent needs are determined through formal surveys (beginning & mid year) and informal surveys through the course of the year at PTA meetings & conferences. distributed to them and subsequently collected and analyzed. The role of the parent coordinator is to review the survey data and to work with outside partnerships to create a calendar of monthly meetings relevant to the parents' needs and interests. The parent coordinator also works closely with the parents over the course of the year, and facilitates outreach via phone on the part of the PTA officers to all families to be constantly updating & prioritizing parent needs & meeting agenda items and services.

4. Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the information gathered as described in the answer to question three above. Topics to be over the course of this year currently include: Introduction to CIHS Curriculum, Graduation Requirements & College Prep, Financial & Job placement Aid, Legal Aid, Mentoring and celebration planning. We have staff members who can speak Spanish and French (our primary native languages) and we use the translation services of the DOE whenever possible.

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.

School Name: Crotona International High Sch

School DBN: 10X524

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)
Shweta Ratra	Principal		9/20/15
Stephanie Semidey	Assistant Principal		9/20/15
Maria Diminguez	Parent Coordinator		9/20/15
Ariel Nadelstern	ENL/Bilingual Teacher		9/20/15
	Parent		9/20/15
Israel Soto	Teacher/Subject Area		9/20/15
	Teacher/Subject Area		7/23/15
	Coach		1/1/01
	Coach		1/1/01
Shanneell Skrine Downer	School Counselor		9/20/15
Kathy Pelles	Superintendent		9/20/15
	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: **10X524**
Rehfield Pelles

School Name: **Crotona International High School**

Superintendent: **Kathy**

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) 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

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.

The data used to assess our school's written translation and oral interpretation needs include data found from a variety of parent surveys and parent selection forms gathered from student permanent records and from those filled out by parents entering the NYC schools for the first time. We also utilize information gathered from Part III of the Home Language Identification Survey, ATS reports, Student Emergency Contact cards, Language Allocation Policy, the School Parent Compact, and the School Policy. The policy of International High School is to provide all parents with written translation and oral interpretation services available to us.

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.

Arabic
French-Haitian-Creole
French
Fulani
Haitian
Spanish
Bengali

Part B: Creating a Communications Calendar

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.)

New parent handbook-June-September
Parent-teacher conference announcements-Early September, Mid-October, Early March, Mid-April.
New York State Regents testing dates-Early January, Early June.
PTA announcements-Monthly.
Orientation letter to new students-Early July and early August.
March credit letter and summer dates-March
Notification letter for first day of school
Notification letter for new parent orientation-September and February
PTA parent newsletter

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.

Parent Teacher Conference-9/30/15, 11/18/15, 11/19/15, 3/9/16, 3/10/16.
Family night-9/30/16.
PTA meetings-Monthly
Early College Meeting-December
Individual meetings with parents of all ENL students-Throughout the year
CTE Showcase
Intake interviews
SLT Meetings -monthly

Part C: Providing Language Assistance Services

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 letters and correspondence with parents are sent out in a variety of languages to meet the needs of the parents. We use a variety of languages to meet the needs of the parents. We send out letters in Spanish and French. Internationally, we use a wide variety of strategies in order to provide written translation services to our parents. In House: We are fortunate to have teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator who speak at least two languages. The languages spoken by staff members include: Spanish, French and Russian. Our staff has been very willing to help out by providing written translations whenever possible. Outside: As members of The International Network of Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools in NYC who are able to provide written translations when necessary. Finally, when a document is too long or if we do not have the resources in a particular language, we have been able to reach out to the DOE Translation Unit for their help in written translations.

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.

All letters and correspondence with parents are sent out in a variety of languages to meet the needs of the parents. We use a variety of languages to meet the needs of the parents. We send out letters in Spanish and French. Internationally, we use a wide variety of strategies in order to provide written translation services to our parents. In House: We are fortunate to have teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator who speak at least two languages. The languages spoken by staff members include: Spanish, French and Russian. Our staff has been very willing to help out by providing written translations whenever possible. Outside: As members of The International Network of Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools in NYC who are able to provide written translations when necessary. Finally, when a document is too long or if we do not have the resources in a particular language, we have been able to reach out to the DOE Translation Unit for their help in written translations.

Part D: Training Staff on Policies and Procedures

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.)

As per Chancellor's Regulation A-663, Crotona International High School will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation services through a variety of methods. All staff will receive a copy of the Language ID Guide as well as instruction in how to reach out to obtain over-the-phone interpretation services to get a document translated by the Translation Unit during our staff professional development. In addition, the staff Language ID Guide will be distributed to all staff via email.

Part E: Providing Notice of Language Assistance Services

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

International High School takes the responsibility of providing each parent with written translation and oral interpretation seriously. Every effort is made to ensure that parents whose primary language is a covered language and who require services with written notification of their rights regarding translation and interpretation services in the appropriate cover services as well as instructions on how to obtain such services.

-When a parent enters the school they are greeted by a parent welcome poster conspicuously posted outside the main

-When a parent enters the main office a language ID guide is clearly posted at the security desk as well as in the main

- Copies of the Parents Guide to Language Access are also distributed to parents at the four parent conferences throughout the year. In addition, copies of the guide are posted in the main office where translations are made available as needed.

-Notification to our parents is made in a variety of ways. Our parent coordinator provides monthly newsletters in all languages as well as in a variety of primary languages providing notification of their rights. This information is also provided to parents at various points throughout the year. The Parent Coordinator and Guidance Counselors hold an orientation for new parents in September and in February through the Parent Association which informs parents of their rights in terms of translation and interpretation. Translators are provided at each of these meetings. The information is also provided to parents through our telephone hotline which sends out the messages in a variety of languages. Parents are also informed of the translation and interpretation services at parent teacher conferences held in September, November, March and in May.

• The information is to be posted in a conspicuous location near the primary entrance to the high school in the main office. This notification indicates that a copy of the written notification of the parent's Bill of Rights regarding language assistance and translation services are available from the Parent Coordinator in the main office, room 324A

• International High School's safety plan will contain procedures in order to ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

• "Each school at which the parents of more than 10% of the children at such school speak a primary language other than a covered language shall obtain from the Translation and Interpretation Unit a translation into such language of the required pursuant to this section and shall post and provide such forms in accordance with this section." At International High School, only languages spoken by over 10% of the students are covered languages. (Spanish and French).

• International High School will provide information in each of the covered languages concerning the rights of parents and interpretation services and how to access such services on its school website.

Part F: Monitoring and Quality Control

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

In order to gather feedback from parents on the quality and availability of services the school will assess the answers to the school survey about whether or not the school is communicating with the parent in their native language. Parents who attend a meeting will be asked to provide feedback on how well the school is providing parents with both written and oral translation services. In addition, whenever our parent coordinator communicates with parents she will request feedback on ways to improve the availability of translation services.