2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 10X524
School Name: CROTONA INTERNATIONAL HIGH SCHOOL
Principal: RATRA SHWETA
School Comprehensive Educational Plan (SCEP) Outline

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Section 8: Title I Program Information

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## Section 1: School Information Page

### School Information

<table>
<thead>
<tr>
<th>School Name: Crotona International High School</th>
<th>School Number (DBN): 10x524</th>
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</thead>
<tbody>
<tr>
<td>BEds Code: 32100011524</td>
<td></td>
</tr>
<tr>
<td>Grades Served: 9-12</td>
<td></td>
</tr>
<tr>
<td>School Address: 2474 Crotona Ave, Bronx NY 10458</td>
<td></td>
</tr>
<tr>
<td>Phone Number: (718) 561-8701</td>
<td>Fax: (718) 561-8707</td>
</tr>
<tr>
<td>School Contact Person: Shweta Ratra</td>
<td>Email Address: <a href="mailto:Sratra2@schools.nyc.gov">Sratra2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Israel Soto</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Wendy Portillo</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Liliana Castillo</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Sandra Guzman</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): Odalyss Azon</td>
<td></td>
</tr>
<tr>
<td>Taysha De IA cruz</td>
<td></td>
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<tr>
<td>CBO Representative:</td>
<td></td>
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### District Information

<table>
<thead>
<tr>
<th>Geographical District: 10</th>
<th>Superintendent: Kathy Rehfield Pelles</th>
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</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 335 Adams Street, room 508, Brooklyn, New York 11201</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:krehfield@schools.nyc.gov">krehfield@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718.923.5181</td>
<td>Fax: 718-923-5145</td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)
Affinity Group Field Support Center

Executive Director: Alexandra Anormaliza

FSC: ___________________________  Address: 131 Livingston Street, Room 606, Brooklyn, NY 11201

Executive Director’s Office Address:

Executive Director’s Email Address: AAnorma@schools.nyc.gov

Executive Director’s Email Address:

Phone Number: 917.287.9241  Fax: 718-935-5941
**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 School Comprehensive Educational Plan (SCEP) 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 and Family Engagement Policy 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 SCEP, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Šhewta Ratra</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Israel Soto</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Wendy Portillo</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Helena Kears</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Sandra Guzman</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Odalys Azon</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td>Tayshade La Cruz</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td></td>
<td><strong>CBO Representative, if applicable</strong></td>
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<tr>
<td></td>
<td><strong>Member/</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Member/ Student</strong></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Katy Mejia</td>
<td>Guidance Counselor/ Elected UFT member</td>
<td></td>
</tr>
<tr>
<td>Waleska Velez</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Sandra Guzman</td>
<td>Member/Elected Parent</td>
<td></td>
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<tr>
<td>Liliana Castillo</td>
<td>Member/Elected Parent</td>
<td></td>
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<tr>
<td>Ivelice Reyes</td>
<td>Member/Elected Parent</td>
<td></td>
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<td>Member/ Student</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
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<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
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<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
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Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

**NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 7:** 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: SCEP Overview

1. What is your school’s mission statement?

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 active 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.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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.

3. Describe any special student populations and what their specific needs are.

Our student population is comprised of students who are new to the country and hence ELLs. The students are at varying levels of English language development. Freshman and sophomores are generally at beginning or emerging levels of NYSESLAT. This requires all our teachers to integrate language and content in their instruction. This is also one of our school principles and teachers receive constant professional development and PDs to support their instructional growth.

4. Identify 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.

Over the past year we made most progress in Tenet 3 - Curriculum development and teacher support. Half of our staff was new to the school and included many new teachers, not just new to school but also to teaching profession. We made systematic structures and systems of support which included mentoring, coaching, individualized and group professional development and consistent evaluative and non evaluative feedback in formal and informal ways.

We also made significant progress in Tenet 5: Student Social and Emotional Developmental Health. With addition of a counselor for each team of around 75 students we were able to provide more targeted support to students and team teachers. This resulted in 1.7 point improvement in our attendance and we were able to achieve our CEP goal. Our suspension rate also decreased significantly from 34% in 2016-17 to 9% in 2017-18.

Tenet 6 - Family and Community Engagement is another area where we made significant improvements. We improved parent attendance during all the parent teacher conferences and monthly workshops.
In addition, our 4 year graduation rate improved from 41% in 2015-16, 63% in 2016-17 and achieved 67.04 % for the 2017-2018 school year. We had 18 students graduate with CTE endorsed diplomas in 2016-2017 and 21 students in 2017-2018 which continues our growth pattern from 11 students graduating with CTE endorsements in 2015-16.

Areas of focus for next school year for us are as follows based on feedback from our NYSED visit in the 2017-2018 school year:

Tenet 2: School Leader Practices

Tenet 3: Curriculum Development and Support

Tenet 4: Teacher Practices and Decisions
### School Demographics and Accountability Snapshot for 10X524

#### School Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 335
- SIG Recipient (Y/N): No

#### English Language Learner Programs (2018-19)
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 1
- # SETSS (ELA): 7
- # Integrated Collaborative Teaching (ELA): 1
- # Special Classes (Math): 2
- # Integrated Collaborative Teaching (Math): 16

#### Types and Number of Special Classes (2018-19)
- # Visual Arts: N/A
- # Music: N/A
- # Dance: N/A
- # Drama: N/A
- # CTE: N/A
- # Integrated Language: N/A
- # SETSS (ELA): N/A
- # SETSS (Math): N/A

#### School Composition (2017-18)
- % Title I Population: 79.0%
- % Attendance Rate: 84.8%
- % Free Lunch: 81.6%
- % Reduced Lunch: 0.0%
- % Limited English Proficient: 85.1%
- % Students with Disabilities: 3.9%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.9%
- % Black or African American: 6.1%
- % Hispanic or Latino: 85.1%
- % Asian or Native Hawaiian/Pacific Islander: 2.7%
- % White: 3.3%
- % Multi-Racial: 0.9%

#### Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 3.08
- # of Assistant Principals (2016-17): 4
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 0%
- % Teaching with Fewer Than 3 Years of Experience: 0%
- Average Teacher Absences (2014-15): 6.8

#### Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): N/A
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

#### Student Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Global History Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: 59.0%
- 6 Year Graduation Rate (2011 Cohort): 57.1%
- Regents Diploma w/ Advanced Designation: 0.0%
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

#### Overall NYSED Accountability Status (2018-19)
- Reward: No
- Recognition: No
- In Good Standing: No
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: Yes
- Priority School: No
- Focus Subgroups: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
#### Elementary/Middle School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: N/A

- Met Adequate Yearly Progress (AYP) in Science (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: N/A

### High School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/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
  - ALL STUDENTS: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/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
  - ALL STUDENTS: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - YES: N/A
| Economically Disadvantaged | YES | ALL STUDENTS | YES |
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
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<tbody>
<tr>
<td><strong>Tenet 3 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
</tr>
</tbody>
</table>

Part 1b.Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on the feedback from the NYSED review (2017-18) our school should work on content and language objectives linked to measurable outcomes in daily lessons. The feedback also included clarifying expectations around curriculum planning in a staff handout. On School Quality Report for 'How effective is the teaching and learning? (1.2), our school received a Developing.

Based on this feedback we have to continue to work on improving the planning and pedagogical practices at our school we have identified daily lesson planning as our focus for this year. This year we are focusing on the lesson plans with specific content and language objectives aligned to formative assessments that measure students growth on the objectives. The objectives will be aligned to the school wide skill outcomes that have been identified by the school staff as the key skills needed for students to be successful. These skills are aligned to the graduation portfolio rubrics and Common Core Standards. Our school has structures within the schedule where the teachers can engage in deeper discussions around objectives and lesson planning and teacher leaders can be guided and trained to do this work through our distributed leadership structures. Our distributed leadership structure and system allows for flow of communication between the teachers, teacher leaders and school leaders. Our goal is to maximize our systems and structures to hone in on the work around lesson planning.
**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019 100% of the teachers will create lesson plans with clear and concise objectives aligned to the activity and the assessment.</td>
</tr>
</tbody>
</table>
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD on lesson planning with measurable outcomes on language and content objectives</td>
<td>Teachers</td>
<td>September’18</td>
</tr>
<tr>
<td>In team and department facilitators meeting lesson plan reviews occur bi weekly to norm practices</td>
<td>School leaders and team &amp; department facilitators</td>
<td>September, November, January, March, May</td>
</tr>
<tr>
<td>Team Meeting &amp; Department Meeting - monthly peer feedback on lesson plans.</td>
<td>Teachers</td>
<td>Weekly</td>
</tr>
<tr>
<td>Monthly walk-through to give feedback on the lesson plans</td>
<td>Teachers</td>
<td>Monthly</td>
</tr>
<tr>
<td>Staff handbook with clear expectations around curriculum planning</td>
<td>Teachers</td>
<td>September</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent workshops will be held to inform parents regarding graduation requirements and the process students need to go through to complete it. Guidance counselors will facilitate the workshop and parent coordinator will take care of all the logistics. Workshops will begin with training families regarding our Jumprope system and mastery based grading with native language support in order for families to understand the rigor and expectation of graduation portfolios.
Parents or guardians will be invited for the graduation portfolio presentation panels. Guidance team and teachers will communicate with students and parents. Parent coordinator will send the schedule to the families.

**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.

Team and department facilitators will occur after school and per session will be paid to the teachers. INPS support will be received for PD’s on Language and Content integration. NYCWP coach will be hired to support this work. Teachers will receive per session to develop curriculum that supports language and content integration.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>[X]</td>
<td>[X]</td>
<td>[ ]</td>
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<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

**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.

By January 2019, teachers will engage in looking at 8 lesson plans from each content area to evaluate practices of lesson planning with language and content integration with measurable outcomes and define next steps.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Lesson plans will be used to assess progress.

**Part 5c.** In February 2019, 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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>X</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>X</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>X</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

NYSED review outlined that students should be more aware about their progress on the outcomes. We have used an online grading system to update grades, attendance and anecdotal information regarding students behavior and academic activities. In addition, school teachers have identified 10 school wide skills to create outcomes and indicators. These outcomes and indicators are used to provide criteria and feedback to the students. The student awareness around the outcomes and indicators varies based on teachers making the connections between activities, assessments and outcomes explicit in their instruction. To address the feedback, this year we are focusing on student awareness around their performance on these outcomes. At Crotona we have a counselor for each team of around 75-80 students and our 2018-19 schedule has 2 or 3 weekly advisory sessions for the students. As a part of the plan guidance team and advisors will meet regularly with the students and advisors (teachers) of each team to create goals and log in to the online grading systems to check on their grades, with them. Team teachers who are also the advisors, will work closely with the guidance team members in ensuring that students receive ample opportunities to improve and take ownership of their performance in school.

Part 2 – Annual Goal
Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, team members (teachers and guidance) will monitor the data and intervene to ensure that at least 80% of their students earn 10+ credits for the year.
## Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Team &amp; Teacher Leaders</td>
<td>October</td>
<td>Principal &amp; Assistant Principal</td>
</tr>
<tr>
<td>Guidance Team</td>
<td>October</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Guidance Team/ Team Leaders</td>
<td>October</td>
<td>Assistant Principal, Principal</td>
</tr>
<tr>
<td>Advisors (Teachers)</td>
<td>Weekly</td>
<td>Guidance Team</td>
</tr>
</tbody>
</table>

Principal and Assistant Principal create a detailed plan to guide team counselors and teachers to do the work around monitoring student performance data and supporting students in improving their academic performance.

Assistant Principal meets with the Guidance team to review the plan.

Principal, Assistant Principal and Guidance Team member meet with the team facilitators to review the plan together.

Guidance team members and team facilitators discuss the plan in the team meeting with other team teachers.
Guidance team reviews students performance and attendance data twice a month with the team teachers and decide on the action plan to support the students.

Guidance members of each team works closely with each advisor to help students log in and monitor their own progress on the online grading system. Advisors and guidance members help students in creating goals and next steps to improve their performance.

Guidance teams maintains a drive of grades showing changes on progress report by each at risk student (failing at least one class) by using the online grade report.

Advisors will do a weekly check in with at risk (failing at least one class) students

Advisors will guide students in maintaining 'on track to graduate' binders of their goals and progress charts.

Guidance members and team teachers provide work and support to each other in planning and improving the academic performance of their students

Principal, Assistant Principal and Guidance Team will review the performance data by each team.

<table>
<thead>
<tr>
<th>Students</th>
<th>Bi-monthly</th>
<th>Guidance team &amp; team teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Monthly</td>
<td>Guidance team member</td>
</tr>
<tr>
<td>Students</td>
<td>Weekly</td>
<td>Team teachers</td>
</tr>
<tr>
<td>Students</td>
<td>Monthly</td>
<td>Guidance and team teachers</td>
</tr>
<tr>
<td>Students</td>
<td>Bi-monthly</td>
<td>Guidance and team teachers</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Advisors and teachers will contact parents and update them regarding their child’s progress on academic and socio-emotional needs.

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.

Students will receive on track to graduate awards in terms of gift cards and trips.

Guidance team will dedicate time in their meetings to create action plans and materials for the monthly lessons along with the Assistant Principal.

Schedule will have 3 advisories for Freshman and Sophomores and 2 advisories for Juniors and Seniors.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Title I 1003(a)</th>
<th></th>
<th>Title III</th>
<th></th>
<th>PTA Funded</th>
<th></th>
<th>SIG Grant</th>
<th></th>
<th>School Achievement Funding</th>
<th></th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### 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.

By February 2019, each team will have at least 70% students on track to earn 10+ credits.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Students online grading system.

**Part 5c.** In February 2019, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 4 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td><strong>SOP(s) Addressed</strong></td>
</tr>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on the feedback of NYSED Visit, our school should work on alignment of daily lesson plans to content and language objectives. The feedback included the rationale that teachers want and need more support and feedback on their lesson plans. This feedback and needs assessment guided us to work on the objectives with alignment to the activities and assessment.

Our Learning Environment Survey for 2018-19 has 70% of teachers saying that their professional development experiences this year have been sustained and coherent. (Q10a). This shows that we have to do more work on keeping coherent and consistent on the main focus of our PD’s. As this year’s instructional focus is on alignment of daily objectives and activities, our PD’s, observation feedback, peer feedback and instructional meeting time will be focused. Our Learning Environment Survey for 2018-19 says that 96% of our teachers talk with one another about instruction. (Q8d). As a school we value peer feedback and have structures where interdisciplinary teams and departments can support each other by providing feedback to each other on the daily lesson plans. Thus sharing their expertise and best practices. As we are also working actively towards improving pedagogy as a school, this work around daily plans with clear and concise objective will help teachers think about all aspects of day to day instruction. The plan with weekly feedback cycles in team and department meetings is that teachers will focus on implementation of the knowledge gained from weekly professional development sessions.
### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

<table>
<thead>
<tr>
<th>By June 2019, 100% of the teachers will engage in weekly peer feedback and revision cycles on the lesson plans.</th>
</tr>
</thead>
</table>


## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| • Evidence-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). |

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>August - September</td>
<td>Principal</td>
</tr>
<tr>
<td>Principal, Assistant Principal and Coach will develop a lesson plan tuning tool and protocol to be used for lesson plan feedback cycles.</td>
<td>September</td>
<td>Principal, Assistant Principal and Coach</td>
</tr>
<tr>
<td>Principal, Assistant Principal and teacher leaders will practice using the lesson plan tuning tool and protocol.</td>
<td>October</td>
<td>Principal, Assistant Principal and Coach</td>
</tr>
<tr>
<td>During grade team and department meetings teacher leaders will engage the team of teachers lesson plan feedback cycles using the lesson plan tuning tool and protocol.</td>
<td>Teachers</td>
<td>Monthly</td>
</tr>
<tr>
<td>Departments and teams will be joined by school leaders and coaches during the visit</td>
<td>Teachers</td>
<td>Monthly</td>
</tr>
</tbody>
</table>
Teacher leaders will evaluate the progress on the refinement of lesson plan in terms of their alignment to the objectives and the activities.

| Teachers Leaders | October, December, February, April | Principal and Assistant Principals |

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be trained to look at online grading system regularly and teachers and guidance team will reach out to the parents and guardians to inform parents regarding student progress.

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.

ELA Department will work on developing school wide language outcomes. Team and department meetings will be used for this work.

INPS series of PD’s will be conducted for language and content integration.

Writing project coach will support teachers with lesson planning.

Per session will be given to the team and department facilitators.

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

| | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
|---|---|---|---|---|---|---|---|---|---|---|
| X | | | | | | | | | | |
| | | Title I | | Title III | | PTA Funded | | SIG Grant | | School Achievement Funding | | Other |
| X | | | | | | | | | | |

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.

By February 2019, 100% of the teachers will have engaged in at least 8 peer feedback cycles on the lesson plans.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Minutes of department and team meetings.

**Part 5c.** In February 2019, 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. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>x</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td></td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>x</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

As a school with large percentage of new teachers who need to be trained in the Internationals approach on planning and pedagogy, we want to focus on ensuring that our expectations are clear, conduct regular walk-throughs and feedback cycles to give constructive feedback. Our strengths include our structures like weekly Professional Development sessions and a team of school leaders who meet and norm their practices through conversations and doing walkthroughs together. Our experienced teaching staff and new teachers work in inter-disciplinary and disciplinary teams. This structure facilitates regular peer feedback cycles on lesson plans and sharing of best practices.

Part 2 – Annual Goal
Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, school leaders will conduct monthly observation and feedback cycle for each teacher to improve their planning and instruction resulting in improvement on 1.2 Designing Coherent Instruction Domain of Danielson framework.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September - May</td>
<td>School leaders</td>
</tr>
<tr>
<td>Teachers</td>
<td>September - May</td>
<td>School leaders</td>
</tr>
<tr>
<td>Teachers</td>
<td>October, December, February, April,</td>
<td>Department and Team facilitators</td>
</tr>
</tbody>
</table>

Once a month walk-throughs will be conducted and feedback will be provided within two days of the walkthrough. Feedback will include focus on lesson planning.

School leaders will be joined by teachers to do walkthrough with them in order to norm the understanding of strong instructional practices.

Department and Team teams will conduct peer visitations once in three months and provide feedback to the peer visited. This work will be facilitated by the facilitator of each department and team.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The plan will be discussed with the parents and students in the school leadership team and will be asked to educate other parents around regularly checking the online grading system. Thus monitoring their child's progress. Principal and Assistant Principal will over see this initiative. Parents will receive online grading system training at least four times during the whole year.

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.
Once a week all coaches, APs and Principal will meet to design coherence amongst feedback towards one focused goal.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
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</tbody>
</table>

**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.

In February 2019 school leaders will conduct monthly observation and feedback cycle for each teacher to improve their planning and instruction, resulting in at least 70% students passing their classes.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Alignment of measurable outcomes for language and content objectives on the lesson plans.

**Part 5c.** In February 2019, 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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>☑</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>☑</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>☐</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>☑</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on the NYSED feedback 2017-2018, school leaders will plan to provide training for students and parents to enable them to understand student achievement and progress data in their native languages. Beginning 2018-2019 school year will host workshops to educate students and their families on our Jumprope system and standard based learning models. We will continue to focus future workshops on parent needs and topics that they are interested in. We plan to conduct a survey and find areas of interest for them and then conduct workshops by inviting speakers from outside where relevant.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
For the year 2018-19 at least 40% parents will be trained in four hands on workshops in accessible languages to understand the grading system and progress reports.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., average/under-credited, SIFE, STH).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and Students</td>
<td>September</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Parents</td>
<td>September</td>
<td>Assistant Principal, Teachers</td>
</tr>
<tr>
<td>Parents</td>
<td>November</td>
<td>Assistant Principal, Selected students and teachers</td>
</tr>
<tr>
<td>Parents</td>
<td>March</td>
<td>Assistant Principal, Selected students and teachers</td>
</tr>
<tr>
<td>Parents</td>
<td>May</td>
<td>Assistant Principal, Selected students and teachers</td>
</tr>
</tbody>
</table>

Multiple language instruction sheet for parents to log in and navigate JR online grading system will be created. Skill categories and outcomes will be translated in languages represented at the school.

Parents will receive training on the grading system

Student led online grading system training

The workshops will be coupled with award ceremonies and parent events to increase attendance of the parents. Letters, phone calls and robo calls will be used as a means of communication. Parent coordinator will create a Whatsapp group to communicate with the information to the parents. Information will be included in monthly parent newsletter and weekly staff and student newsletter as well.

Student led online grading system training

The workshops will be coupled with award ceremonies and parent events to increase attendance of the parents. Letters, phone calls and robo calls will be used as a means of communication. Parent coordinator will create a Whatsapp group to communicate with the information to the parents. Information will be included in monthly parent newsletter and weekly staff and student newsletter as well.

Student led online grading system training

The workshops will be coupled with award ceremonies and parent events to increase attendance of the parents. Letters, phone calls
and robo calls will be used as a means of communication. Parent coordinator will create a Whatsapp group to communicate with the information to the parents. Information will be included in monthly parent newsletter and weekly staff and student newsletter as well.

| November, March, May |

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

| N/A |

### 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.

Translations will be done by available multi-lingual staff at school. Parent workshops on the grading system will be led by students and guidance team and will occur during NYCDOE parent teacher conference dates.

#### 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 | X | P/F Set-aside | | 21st Century | | C4E |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| X | Title I 1003(a) | X | Title III | | PTA Funded | | SIG Grant | | School Achievement Funding | | 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.

By January 2019, we would have conducted two student led sessions for parents to understand the grading system.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

We will look at Jumprope log in data from September to June to see the progress.

#### Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>NYSESLAT Levels</td>
<td>Differentiated curriculum with multiple entry points; enrichment activities</td>
<td>Whole class; One on one; small groups depending on the need</td>
<td>During and after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>SIFE; Low performance on basic math skills NYSESLAT Levels;</td>
<td>Differentiated curriculum with multiple entry points; enrichment activities</td>
<td>Whole class; One on one; small groups depending on the need</td>
<td>During and after school</td>
</tr>
<tr>
<td>Science</td>
<td>SIFE; Low performance on basic science skills; NYSESLAT Levels</td>
<td>Differentiated curriculum with multiple entry points; enrichment activities</td>
<td>Whole class; One on one; small groups depending on the need</td>
<td>During and after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>SIFE; Low performance on basic English skills; NYSESLAT Levels</td>
<td>Differentiated curriculum with multiple entry points; enrichment activities</td>
<td>Whole class; One on one; small groups depending on the need</td>
<td>During and after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Student behavior and performance and socio-economic status</td>
<td>Mandated counseling; advisory support; enrichment activities participation in areas of interest</td>
<td>Whole class; One on one; small groups depending on the need</td>
<td>During and after school</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

### Part A: FOR TITLE I SCHOOLS

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>27 students are currently attending our school who are in Temporary Housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>We plan to provide students in temporary housing with the basic school supplies. In addition, our guidance department will be responsible for monthly check-ins with the students to check on their socio-emotional and academic well being. Students will be taken on trips to explore NYC and become aware about various amenities and opportunities available. They will be enrolled in after school enrichment activities and academic activities. Guidance counselors will assist these students within the school as well as with outside agencies if needed. Students receive backpacks from the school which includes clothing. They are also provided with any other amenities they request for and school can and is allowed to provide.</td>
</tr>
</tbody>
</table>

### Part B: FOR NON-TITLE I SCHOOLS

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<table>
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<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

<table>
<thead>
<tr>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Crotona International High School recruits highly qualified teaching candidates through both the NYCDOE Open Market system and via the Internationals Network of Public Schools, a non-profit organization that oversees and coordinates activities amongst the NYCDOE’s 15 International High Schools. Through our membership in this network, we have access to resumes of the school system’s most highly qualified pedagogues with vast experience working with ELLs, which is the demographic of 100% of all of the International High Schools’ student populations. We also recruit teachers from the new teacher finder, teaching fellows, Math for America and Math Immersion Program. We follow a multi-step process in hiring of the teachers, it includes an interview, a demo lesson and a reference check.

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.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
NYC DOE Office of English Language Learner’s for professional development. All of our teachers participate in
differentiated PD through these organizations on topics such as graduation-worth portfolio tasks, outcomes based grading, scaffolding/differentiation, and literacy strategies for ELLs

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and
Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible
for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its
Schoolwide plan (SCEP) 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each consolidated federal program</th>
</tr>
</thead>
</table>

2018-19 SCEP-FL
<table>
<thead>
<tr>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Fund Source contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</th>
<th>purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic) Federal</td>
<td>244924</td>
<td>x</td>
<td>§A,5B,5C,5D,5E</td>
<td></td>
</tr>
<tr>
<td>Title I School Improvement 1003(a) Federal</td>
<td>16979</td>
<td>x</td>
<td>§A,5B</td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds Federal</td>
<td>48021</td>
<td>x</td>
<td>§A,5B</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A Federal</td>
<td>0</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A Federal</td>
<td>38478</td>
<td>x</td>
<td>§B,5E</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant Federal</td>
<td>0</td>
<td>x</td>
<td>§A,5B,5E</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF) Local</td>
<td>3053802</td>
<td>x</td>
<td>§A,5B,5C</td>
<td></td>
</tr>
</tbody>
</table>

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.
The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding**: To 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 and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Crotona international High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crotona International HS will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>· providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>· 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;</td>
</tr>
<tr>
<td>· fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>· providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
• 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;

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### Parental Involvement and School Quality

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., ESSA/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 Every Student Succeeds Act (ESSA);

· 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;

Encouraging School-Level Parental Involvement

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)

Crotona International High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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.

### I. School Responsibilities: Supporting Home-School Relationships

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 1\textsuperscript{st} 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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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;

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Responsibilities:</strong></td>
</tr>
</tbody>
</table>

- 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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _____</th>
<th>DBN: _____</th>
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<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: _____ |

<table>
<thead>
<tr>
<th>Grades to be served by this program (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
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<tr>
<td>4</td>
<td>5</td>
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<td>12</td>
<td></td>
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</tbody>
</table>
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____

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 21 teachers and 3 full time and part time discipline coaches will 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 beginning to learn English -- means that many students need supplemental support in order to pass their courses and Regents exams in a timely manner.

We will serve our 100% ELL student population and specifically students identified as SIFE. Our students are spread across two teams of 9/10th grades mixed and have the highest concentration of SIFE students. We also have one team of 11th grade and another of 12th grade.

AFTER SCHOOL TITLE III INSTRUCTIONAL PROGRAM

2 ESL Certified teacher will offer after school enrichment for English for students who are struggling in their classes. 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; persistently low achievement in the content class. Program start date: 09/17/2018. Program end date: 6/14/2019. Program times: 2:45-4:45pm for each section. Number of sections & days of the week: 1 section on Wednesdays and Thursdays. Materials used: bilingual dictionaries, English dictionaries, NEWSELA program, Reading Plus program, and materials adapted from QTEL & INPS.

4 ESL certified teachers will teach with 4 math certified teachers. Title III supplemental services for CC Algebra will serve 100 ELLs in grades 9-11 and for Algebra II, will serve 25 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: 9/17/2018. Program end date: 6/14/2019. Program times: 2:45-4:45pm for each section. Number of sections & day of week: 4 sections of Algebra
Part B: Direct Instruction Supplemental Program Information

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 co teach 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: 10/13/2017. Program end date: 6/15/2018. 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. Materials used: bilingual dictionaries, English dictionaries, materials adapted from QTEL & INPS. There are 28 sessions of 2 hours for each section meeting on Tuesdays (2:45-4:45). There are 29 sessions of 2 hours for each section meeting on Wednesdays (2:45-4:45). There are 27 sessions of 2 hours for each section meeting on Thursdays (2:45-4:45) and 16 sessions of 2 hours for the section meeting on Fridays (2:45-4:45).

1 ELA/ESL dual certified teacher, in addition to 1 ESL certified teacher who will coteach with 1 ELA certified teacher. Title II supplemental services for ELA with a particular focus on writing skills will serve 58 ELLs in grades 9-11. These students were chosen among all ELLs at CIHS because of one or more factors: SIFE status, low literacy in their native language and/or in English; persistent low achievement in content classes; skills in advance of the majority of students in thei peer group and needing accelerated support. Program start date: 09/17/2018. Program end date: 6/14/2019. 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 while subsequently
### Part B: Direct Instruction Supplemental Program Information

**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). 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.

**Saturday Program**

**Duration:** October 13 to January 12, 2019 and April 20 to June 15, 2019  
**Time:** 8:30 to 12:30 pm  
Reading Plus Program will be used for ESL related instruction.

One humanities Teacher will teach two sessions of two hours each and another teacher will teach two sessions of two hours each for STEM. In addition two teachers will teach English and Math Regents Prep classes. Students will be grouped based on their knowledge of English, need for credit make ups and scores on Regents.

Parents will be notified regarding the program via automated robo calls and letters. Teachers will take attendance regularly.

**Program Duration**

- Social Studies, English, and Writing Skills will run from September 17 through June 15 2019  
- Living Environment support will run from September 17 through June 15 2019  
- CC Algebra and Algebra II will run from September 17 through June 15 2019

### 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 2:35 - 3:50 and is facilitated by ESL-certified teachers and coaches. It does not incur any cost. 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...
**Part C: Professional Development**

classes and their supplemental after-school programs. This year, school-wide professional development includes:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22/18</td>
<td>Mentoring ELLS through the Portfolio Process</td>
<td>INPS (Coaches/ESL Teachers)</td>
</tr>
<tr>
<td>10/29/18</td>
<td>Looking at Student Work: Assessing ELLs Portfolio</td>
<td>INPS (Coaches/ESL Teachers)</td>
</tr>
<tr>
<td>12/3/18</td>
<td>Scaffolding- structured lessons for ELLs Part I</td>
<td>INPS (Coaches/ESL Teachers)</td>
</tr>
<tr>
<td>12/10/18</td>
<td>Scaffolding- structured lessons for ELLs Part II</td>
<td>INPS (Coaches/ESL Teachers)</td>
</tr>
<tr>
<td>12/17/18</td>
<td>Scaffolding -- building ELL-accessible Activity Guides Part I</td>
<td>INPS (Coaches/ESL Teachers)</td>
</tr>
<tr>
<td>1/14/19</td>
<td>Scaffolding -- building ELL-assessible Activity Guides Part II</td>
<td>INPS (Coaches/ESL Teachers)</td>
</tr>
<tr>
<td>2/11/19</td>
<td>Scaffolding -- planning for targeted language instruction Part I</td>
<td>INPS (Coaches/ESL Teachers)</td>
</tr>
<tr>
<td>3/4/19</td>
<td>Scaffolding -- planning for targeted language instruction Part II</td>
<td>INPS (Coaches/ESL Teachers)</td>
</tr>
</tbody>
</table>

In addition, all the team and PD facilitators will meet for professional development sessions on a weekly basis.

The teachers providing PD will be trained by Internationals Network, our partner organization coaches on a regular basis. All the agendas and PD materials will be maintained in a binder.

PD Providers include but are not limited to:

- Joe Santiago, Affinity Network Support
- Renee Ehle, Writing Project Coach
- Nandini Naik, INPS Coach
- Dolan Morgan, INPS Professional Development Director

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
**Part C: Professional Development**

Language needs of SIFE students; other workshops apply ESL methodologies to proven best practices curricula such as ELL interventions strategies.

**Part D: Parental Engagement Activities**

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

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

Begin description here: 

The majority of our students are ELLs (and newly enrolled students are ELLs). Parental involvement at CIHS is difficult for several reasons: Many families fall below the federal poverty level, so parents often work two or more jobs; parents themselves experience difficulty making cultural transitions to a U. S. school system and are unaccustomed to being involved in their child's school; as our entire ELL population is 14-20 years old, a great number of them live with siblings or other more distant relatives or friends who do not acknowledge a responsibility to support our students academically, and many of our students live independently. Nevertheless, parent involvement at CIHS has been steadily increasing. At PTA meetings last year, and average of 50% of our ELL students had family representation, an increase from an average of 25% PTA involvement in the previous year. At the first meeting or new parents in September 2017, 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: 9/26/18 TIME: 5:00pm-8:00pm, provided by college advisor Naomy Taveras, and ESL certified teachers), Families of ELLs -- How your academic work in H.S. affects your postsecondary options tentative (DATE: 10/27/18, TIME 9am-12pm, provided by College advisor Naomy Taveras & ESL-certified teacher), and Common Core Curriculum -- Strategies Supporting your ELL child's Success (DATE: 2/9/2019, TIME: 9am-12pm, provided by College Advisor Naomy Taveras& ESL-certified teacher. Our Parent Coordinator, Maria Dominguez, 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 Naomy Taveras, College Advisor and Maria Dominguez, parent coordinator, Shanneell Downer, Guidance Counselor and Chevannee Scott, Guidance Counselor long with one certified teacher from each grade level.

Parents will be notified via letters and phone calls. A binder will be maintained for all the agendas, attendance sheets and materials used in the meetings.
Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
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</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
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<tr>
<td>• Must be supplemental.</td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
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<tr>
<td>TOTAL</td>
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</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Bronx</td>
<td>524</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shweta Ratra</td>
<td>Waleska Velez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>Nicholas Klinovsky</td>
<td>Shanneell Skrine Downer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roger Ferrara/ELA teacher</td>
<td>Osiris De La Cruz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related-Service Provider</td>
<td>Maria Dominguez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Pelles</td>
<td>type here</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>0</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>
D. Student Demographics

<table>
<thead>
<tr>
<th></th>
<th>342</th>
<th>342</th>
<th>100.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ELLs as share of total</td>
<td></td>
<td></td>
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<tr>
<td>student population (%)</td>
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<td></td>
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</table>

**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs): Check all that apply

- Transitional bilingual education program (TBE)
  - Yes [ ]
  - No [x]

- Dual language program (DL)
  - Yes [ ]
  - No [x]

- Freestanding ENL
  - Yes [x]
  - No [ ]

If yes, indicate language(s):

- TBE:
- DL:

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dual language program</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
<td></td>
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<td>DL</td>
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**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   For newcomers we use Multilingual Literacy SIFE screener 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 mastery 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.

2. What structures do you have in place to support this effort?
   The ELL team routinely review this information then turnkeys this information to their respective grades so that all teachers are involved and familiar with each student they teach. Suggestions and modifications are made based on the information of useful strategies and supports specific students may need.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   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
   - College Now class passing rate
   - Portfolio passing rate

   Internal quarterly scholarship reports

   Crotona 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.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   We offer additional literacy periods to address areas of need and organize those classes homogeneously based on students' needs. There are also specific classes for SIFE students offered throughout the school day. Interventions include push in and pull out services, after school programming, and before school tutoring services. In addition, at weekly staff meetings, teachers review this data to inform their instructional practices and differentiate their instruction to fit students' needs.

5. How does your school use 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.]
   In weekly department and grade team meetings, teachers review data to discuss common trends and create strategies to support students' needs. They discuss tools they will use to differentiate their instruction and help students address any needs. Teachers reference the policy guide to provide scaffolds in vocabulary development, emphasize reading and writing
techniques, and emphasize visuals in their instruction. Subsequently, the teacher teams conduct routine reviews to assess whether the interventions are working.

6. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?**

   (Refer to the ELL Data Analysis Tool and RLAT from ATS).

   The following is based on results before the 2016 NYSESLAT results are available.

   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 shows

   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) however many students have not reached proficiency by 11th and 12th grades.

   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 by 12th grade.

7. **What structures do you have in place to disseminate these findings in order to make adjustments to your programs?**

   The ELL team reviews this data to notice shifts and changes over the year. In addition, it is compared to course passing data to identify discrepancies in skills. This team meets once a month to determine next steps and turnkeys information to their respective grades. Literacy groups are then organized based on proficiency levels and shifted over the course of the semesters as students improve. The EDAT is also used to collate information and review data.

---

### Part IV: ELL Programming

#### 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
Intermediate/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.
N/A:
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 Crotona 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 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. Saturday School 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.

6. 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 an best practices and to access the students strengths and area which still need improvement.

If necessary, ELL-SWD students are expected to attend extra after school home work 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.

7. 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 a SETTS 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 do 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.

8. 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: 9x 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.

• Social emotional support Advisory - 1x week students sit in cirles and talk about socio emotional issues while practicing all language modalities.

• Regents Prep classes – 11th and 12th grade ELLs who have not yet passed the Integrated Algebra or ELA Regents Examinations are offered Regents preparation classes taught in English.

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.
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-gropus 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.

9. Based on data and trends, 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. We are infusing literacy strategies and creating partnerships for 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 2017
   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

10. If you had a bilingual program, what was the reason you closed it?
    N/A

11. 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 destop lab & 3 macbook pro cart, 12 digital cameras, 6 video cameras, 6 flipcams
12. **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:
  - iMovie, Final Cut Pro (digital editing software)
  - Garageband
  - iPhoto
  - Microsoft Office applications
  - SMART Boards in all classrooms
  - VoiceThread
  - 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 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

13. **How is home language support assessed and 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...
14. 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, textbooks on a range of levels, trade books at many reading levels, and a large variety of non-text hands on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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:
  
  - iMovie, Final Cut Pro (digital editing software)
  - Garageband
  - iPhoto
  - Microsoft Office applications
  - SMART Boards in all classrooms
  - VoiceThread
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- iLearn Desire to Learn
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- Software: garageband, imove, i photo, Adobe Creative Suites, Logic,
- Internationals Network for Public Schools New Teacher Toolkits

16. 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.

17. 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. Advanced Spanish is also taught as an after school College Now program with touro College.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A:

**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 and non-pedagogic staff.) 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?

   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

2018-19 SCEP-FL
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.

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.

2. 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.

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. 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.
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. 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, French and Arabic translators available. We use outside services if any other languages are needed.

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.

N/A
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Ratra Shweta, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<th>Title</th>
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<tbody>
<tr>
<td>Shweta Ratra</td>
<td>Principal</td>
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<tr>
<td>Stephanie Semidey</td>
<td>Assistant Principal</td>
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<td>6/28/17</td>
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<td>Maria Diminguez</td>
<td>Parent Coordinator</td>
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<td>6/28/17</td>
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<td>Camille Mahlum</td>
<td>ENL/Bilingual Teacher</td>
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<td>Willys Cruz</td>
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<td>Roger Ferrara</td>
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<tr>
<td>Shanneell Skrine Downer</td>
<td>School Counselor</td>
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<td>6/28/17</td>
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<tr>
<td>Kathy Pelles</td>
<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 10x524  School Name: Crotona International HS  Superintendent: Pelles

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<td>Waleska</td>
<td>Velez</td>
<td>AP</td>
<td>Yes</td>
<td>Yes</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Once students are enrolled, the ESL teacher and the Assistant principal analyze Student’s Home Language Surveys and keep a record of Parent’s Preferred Language forms. All staff is made aware of the Parent’s Preferred language and copies of anything sent home is sent in the parents preferred language. As a school we have always considered translation services as a human right. It is with this framework in mind that we work towards ensuring that all the language-access needs of our parents are being met. Presently, our student population consists of 86% Latino, 6% of African nations, and 4% Arabic speaking students, respectively. From our survey of parents, 40% of Latino parents/guardians needed translation services. A list of these findings were reported to staff during pd sessions. The ELL coordinator and Assistant Principal review the data from the HLIS and ATS at the beginning of the school year as well as when a student is a new admit to ensure proper translations protocol.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>384</td>
<td>84</td>
<td>384</td>
<td>84</td>
</tr>
<tr>
<td>Arabic</td>
<td>15</td>
<td>3</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Bengali</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>French</td>
<td>15</td>
<td>3</td>
<td>15</td>
<td>3</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

None

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events/Flyers</td>
<td>Throughout school year</td>
<td>Several staff members provide translation on a routine basis. If no translation is available, it will be submitted to the language</td>
</tr>
</tbody>
</table>
Several staff members provide translation on a routine basis. If no translation is available, it will be submitted to the language and interpretation unit in a timely manner.

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>Throughout</td>
<td>Several on staff members, over the phone interpretation service</td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>September</td>
<td>Several on staff members, over the phone interpretation service</td>
</tr>
</tbody>
</table>
3. Describe your school's communication strategy to reach families that cannot communicate in English in the event of a school emergency.

The school will contact the over the phone interpretation services to contact specific parents. There is at least one staff member that speaks every language of our students.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Staff will be trained in a staff pd on the available translation services and over the phone interpretation services by using the Translation and Interpretation Brochure.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Parents receive the Bill of Parent Rights and Responsibilities sent home by the school and at the entrance of the school there is a sign indicating the availability of interpretation services. The committee determines within 30 days if translation or interpretation services are required by a parent who speaks the covered eight languages. We do this by interviewing the parents and making them aware of their rights to these services. The committee ensure that all communication is provided in a timely manner in the primary languages of the parents. Important communication in the domains of academic assessments, health, safety, legal matters, special education and ELL services are translated to Spanish.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We will administer a parent survey which will include questions directly requesting feedback on the quality of the translations and available services and whether their needs are being met so that we can restructure our program if necessary.