



JUAN MOREL CAMPOS SECONDARY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 14K071
ADDRESS: 215 HEYWARD ST.
TELEPHONE: 718-302-7900
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 14k071 **SCHOOL NAME:** Juan Morel Campos Secondary School

SCHOOL ADDRESS: 215 Heyward St.; Brooklyn, NY 11206

SCHOOL TELEPHONE: 718-302-7900 **FAX:** 718-302-7979

SCHOOL CONTACT PERSON: Howard Fineman **EMAIL ADDRESS:** hfineman@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Abbee Bourrett

PRINCIPAL: Howard Fineman

UFT CHAPTER LEADER: Keith Miller

PARENTS' ASSOCIATION PRESIDENT: Arnice Taylor

STUDENT REPRESENTATIVE:
(Required for high schools) Stephanie Baez
Karen Garcia

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** N308

NETWORK LEADER: Kathy Pelles

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Howard Fineman	*Principal or Designee	
Keith Miller	*UFT Chapter Chairperson or Designee	
Arnice Taylor	*PA/PTA President or Designated Co-President	
Carol Diaz	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Patricia Graham	DC 37 Representative, if applicable	
Stephanie Baez Karen Garcia	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Paulette Wright	Member/ Parent	
Marta Lopez	Member/ Parent	
Isabel Rivera	Member/ Parent	
Eliset Claudio	Member/ Teacher	
Michael Simone	Member/ Teahcer	
Dorrey Barrow	Member/ Teacher	
Abbee Bourrett	Member/ Teacher	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Juan Morel Campus Secondary School is committed to providing a world-class education for all students by creating small communities for learning in which stable, close, and mutual respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth. Our great academic program ensures success for all students through flexibility of time and differentiation of instructional practices. Students are encouraged to develop their talent in performing and fine arts, as well as athletics. Together, the parents, teachers, counselors and students have a shared vision of excellence of middle school, high school and beyond.

To enhance our art program, we have partnerships with The Rotunda Gallery in Brooklyn, Nurture Art and The New York State Council for the Arts.

Academically, we have partnerships with Medgar Evars University (students take college classes in the evening), Mercy College, College Bound (who provide us with a full time college counselor). Our Community Based Organizations, Aspira and The Leadership Program, provide our students with additional enrichment after school.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Juan Morel Campos Secondary School							
District:		14	DBN:	14K071	School BEDS Code: 331400011071				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11	√	
	K		4		8	√	12	√	
	1		5		9	√	Ungraded	√	
	2		6	√	10	√			
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			88.3/81.9	90.0/ 84.1	TBD
Kindergarten		0	0	0					
Grade 1		0	0	0	Student Stability - % of Enrollment:				
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 3		0	0	0			95.8	93.3	TBD
Grade 4		0	0	0					
Grade 5		0	0	0	Poverty Rate - % of Enrollment:				
Grade 6		173	150	148	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 7		177	173	148			78.6	78.6	93.2
Grade 8		193	187	184					
Grade 9		110	107	101	Students in Temporary Housing - Total Number:				
Grade 10		91	101	114	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 11		95	114	96			7	41	TBD
Grade 12		69	77	77					
Ungraded		43	31	38	Recent Immigrants - Total Number:				
Total		951	820	906	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							40	38	27
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		121	111	114	Principal Suspensions		258	395	TBD
# in Collaborative Team Teaching (CTT) Classes		29	29	24	Superintendent Suspensions		61	41	TBD
Number all others		77	97	103					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10			2007-08	2008-09	2009-10
CTE Program Participants		N/A	0	0	Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(BESIS Survey)</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Number of Teachers		84	88	TBD
# in Transitional Bilingual Classes		60	63	41					
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		104	93	139					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	20	16	88	Number of Administrators and Other Professionals	28	29	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	14	15	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	19	28	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	63.1	65.9	TBD
				% more than 5 years teaching anywhere	38.9	40.9	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	83.0	84.0	TBD
American Indian or Alaska Native	0.1	0.1	0.3		87.3	92.2	TBD
Black or African American	22.3	21.5	19.8				
Hispanic or Latino	73.9	74.8	76.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.3	0.3				
White	3.2	3.2	3.3				
Male	52.8	54.5	54.1				
Female	47.2	45.5	45.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:		√	
Math:	√			Math:		√	
Science:	√			Graduation Rate:		√	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√	√sh	√	√	70
Ethnicity							
American Indian or Alaska Native	-	-	-	-	-	-	-
Black or African American	√	√		-	-	-	-
Hispanic or Latino	√	√		√sh	√		-
Asian or Native Hawaiian/Other Pacific Islander	-	-		-	-	-	-
White	-	-	-	-	-	-	-
Multiracial							
Students with Disabilities	√sh	√	-	-	-	-	-
Limited English Proficient	√sh	√	-	-	-	-	-
Economically Disadvantaged	√	√		√sh	√		
Student groups making AYP in each subject	6	6	1	3	3	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A/C			Overall Evaluation:	NR		
Overall Score:	78.2/	52.9		Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	6.8/	7.9		Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20.8/	14.2		Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	45.5/	27.8					
(Comprises 60% of the Overall Score)							
Additional Credit:	5.3/	3.0					
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Challenges

- Teacher input on PD through UFT committee and SLT
- Grade teams as inquiry teams with proper training
- Measurable benchmarks 6-12
- Graduation rate stagnant at mid-50s
- Discipline recidivism
- Parent involvement
- Having a common language and consistent message across the school regarding expectations and behavior.
- Differentiated instruction

Accomplishments

- Lowering suspension rate
- 62% of 9th grade on track
- Attendance up
- More Students accepted to 4-year universities
- Made it out of SINI status

Strengths

- Arts partnerships
- Using data to drive instruction
- Development of relationship Aspira Website
- Partnership with College Bound
- Increase in technology

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- I. **To improve school tone and to create opportunities for positive student behavior**
- II. **To increase the quantity and variety of early interventions and strategies both in the class and in addition to class which will help students pass all of their scheduled courses**
- III. **To increase the quality and variety of systems to communication school-wide expectations .**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): School Culture

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve school tone and to create opportunities for positive student behavior</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - Increase student voice in creating a positive environment by establishing a student government - Increase teacher voice in establishing PD for year - Increase positive reinforcement by having quarterly rewards assemblies based on GPA, attendance and behavior. - Classroom observation that reinforce schoolwide expectations - PD on skill sets that students are missing – Codes of Conduct - Introduction of Character Education
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> - 9th period for student government (teacher on a 2-9 schedule) - Posting of codes of conduct everywhere in building - Grade teams to create objective rewards system - Student body funds used to purchase rewards (pizza, gift certificates, etc.).
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Number of monthly events reinforcing positive behavior 2. Posted rewards system 3. Posted students on Honor and Principal's lists 4. Schedule of student rewards assemblies. 5. Minutes from student meetings with cabinet reflecting concrete actions created by the committee.

	<p>6. Number of students represented at rewards assemblies.</p> <p>7. Teacher surveys</p> <p>8. Number of incidents</p>
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the quantity and variety of early interventions and strategies both in the class and in addition to class which will help students pass all of their scheduled courses</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - 100% of teachers will engage in professional development regarding assessment and grading - 100% of teachers will give interim progress reports - College Bound will continue to work with all students to make connection between grades and college acceptance. - APEX will be used during 9th period for credit remediation - Teacher Ease will be used to communicate student progress
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> - Grade meetings will focus on students at risk of failing - Department meetings will focus on grading policies and procedures. - Use of Title 1 to pay for College Bound - Use of Title 1 to pay for APEX - Use of Title 1 to pay for Teacher Ease

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Department meeting agendas Faculty conference agendas Scholarship marks Saturday attendance</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the quality and variety of systems to communication school-wide expectations</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - 95% of teachers will be trained-in and use Teacher-Ease - Principally Speaking will be published bi-weekly to communicate expectations and affirm best practices - ARIS will be used to communicate progress towards meeting department and grade-level goals - Phone messenger used to communicate with parents - Website used to communicate calendars, activities and academics
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Grade meetings will focus on students at risk of failing - Department meetings will focus on grading policies and procedures. - Title 1 money to pay for Teacher Ease
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Department meeting agendas Faculty conference agendas Survey Saturday attendance Scholarship Marks</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
1	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	141	40	40	40	7	4	2	0
7	159	40	40	40	32	6	5	1
8	155	35	40	40	17	6	1	0
9	107	107	n/a	n/a	9	1	2	0
10	n/a	53	57	n/a	8	1	0	0
11	n/a	50	70	79	7	1	0	0
12	30	37	40	66	5	1	0	0

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> - professional development in differentiation - Additional ELA period for intervention / enrichment 6-9. - Achieve 3000 - RIGOR Reading Program for ELLs and struggling readers - Regents prep - Extended day for credit remediation - ELL extended day
Mathematics:	<ul style="list-style-type: none"> - Destination Math for ELL Students - Professional development in differentiation - Extended day for credit remediation - Regents prep
Science:	<ul style="list-style-type: none"> - after school lab on-line - PD in differentiation / inquiry - Evening school for credit remediation - Regents Prep
Social Studies:	<ul style="list-style-type: none"> - PD in differentiation - Evening school for credit remediation - ELL extended day - Regents Prep
At-risk Services Provided by the Guidance Counselor:	Guidance counselors provide individual and group counseling sessions to at-risk students. In addition, they provide guidance intervention services for students who present behavioral problems to explore coping mechanisms in order for students to learn how to control their anger and prevent further disciplinary problems.
At-risk Services Provided by the School Psychologist:	The school psychologist provides at-risk services for students who present suicidal ideation and other self-destructive behaviors. The school psychologist also services students who are emotionally disturbed, students with school phobias, and students who leave the classroom and/or school premises without permission
At-risk Services Provided by the Social Worker:	The social worker provides at-risk intervention services for students who are identified by teachers and other school personnel as requiring additional support on a regular basis. The social worker also interviews and conducts conferences with the students' parents to develop a plan to monitor the student both at home and in school and in order to prevent

	initial evaluations
At-risk Health-related Services:	A social worker inter and a guidance counselor that is assigned to the school, provide individual and group counseling to at-risk students under the supervision of a licensed social worker and guidance counselor. The Puerto Rican Family Institute, a community-based health organization, is housed in our school building. They provide services to at-risk students and their families.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 6-12 883 Number of Students to be Served: 225 LEP 79 Non-LEP
Number of Teachers 25 Other Staff (Specify) AP / Guidance

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service

provider and qualifications.

For the 2010-2011 school year, there are 225 English Language Learners at Juan Morel Campos Secondary School (29 of whom are Yiddish, 15 of whom are X-coded based on the students' IEP, and 24 of whom are first-time entrants into the New York City Public School System). In order to meet the mandates, as well as to comply with parental choice and CR Part 154, our school provides a combination of services via program models.

Bilingual classes are offered as follows:

- One self-contained, special education bilingual (Spanish) bridge class (grades 6-8)
- Three self-contained, special education/bilingual (Yiddish) classes in grades 6-12 (1 class in grade 6, 1 bridge class in grades 7 and 8 and 1 bridge class in grades 9-12)

These bilingual classes include instruction in the content areas in the students' native language and in English. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the native language, instruction in English increases and native language instruction decreases. All major content areas are taught by the bilingual teachers, and students also receive Native Language Arts instruction. Instruction, as well as the use of languages, is differentiated based on the students' English proficiency levels.

During the 2010-2011 school year, for the second year, ESL services will be provided mostly using a Collaborative Team Teaching (CTT) Model and some "pull out", as needed for beginners (as indicated on their recent NYSESLAT scores). All four (4) licensed ESL teachers will "push in" to classes to provide the mandated minutes required based on the students' proficiency level in their English Language Arts (ELA) classes and in the content areas (Math, Science and Social Studies). Therefore, all ELL students will be provided with their mandated minutes, plus additional support in the content areas as Academic Intervention Services.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All 4 ESL teachers share the results of the Spring 2010 NYSESLAT with the ELA and content area teachers that they will be working with. These results determine which of the modalities (speaking, listening, reading and/or writing) the student is deficient in so that the ESL teachers, together with the content area teachers can differentiate instruction according to each student's proficiency level. Glossaries in the content areas are shared with the content area teachers and distributed to students.

Four (4) teachers were trained in the RIGOR program from the SIFE Grant that was awarded our school. Students who participated in this program showed an increase in their reading comprehension, a better understanding of content knowledge, and an increase in their vocabulary as reported by their teachers. For the 2010-2011 school year, we will continue to use the RIGOR program (Levels 1 and 2). Our school also participated in an Achieve3000 ELL Pilot Reading Program. ELL students used Achieve3000 during the school day, after school, weekends and holidays. The performance level of the ELL students who used Achieve3000 on a consistent basis showed an improvement from, "Not Meeting the Learning Standards" to "Partially Meeting the Learning Standards" and "Meeting the Learning Standards" on Regents assessments. On multiple choice news

activities, students moved from “Below 65%” to “Between 65% and 90%” and “90% to Over 90%”. For the 2010-2011 school year, it is hoped that the subscription to Achieve3000 will be renewed with this year’s SIFE Grant.

During the 2010-2011 school year, 4 ESL teachers and 21 content area teachers in grades 6 through 12 who teach ELL students will meet for one hour and a half, two times per month (from November through May). Professional Development will be provided by a Quality Teaching of English Learners (QTEL) specialist 6 times for one hour and a half throughout the school year on the different models of Collaborative Team Teaching, as well as in QTEL: Building the Base so that content area teachers can learn and/or reinforce the strategies they can use in the classroom to scaffold instruction for the ELL students. The professional development will also reinforce the strategies for the ESL teachers who were already trained in QTEL methodologies.

Form TIII – A (1)(b)

School: Juan Morel Campos Secondary School

BEDS Code: 331400011071

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$31,000.00	<p>1 hour of per session 3 times per week for 3 bilingual teachers to support ELL high school students after school: 252 hours x \$49.89 (current teacher per session rate with fringe) = \$12,572.28</p> <p>3 hours of per session 1 time per week for 2 ESL teachers to support ELL students in literacy on Saturdays: 114 hours x \$49.89 (current teacher per session rate with fringe) = \$5,687.46</p> <p>3 hours of per session 1 time per week for 1 Supervisor on Saturdays : approximately 91 hours x \$52.21 (current supervisory per session rate with fringe) = \$4,740.26</p>
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$8,000.00	Partial cost of the renewal of the subscription to the Achieve3000 Reading Program (Total cost = \$13,000).
Educational Software (Object Code 199)	\$0	N/A
Travel	\$0	N/A

Other	\$0	N/A
TOTAL	\$31,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Given the number of ELL students in the school, the number of first-time entrants into the New York City Public School System, and the analysis of the parent responses on the Home Language Identification Survey (HLIS), parents need to be provided with written translation and oral interpretation in Spanish

There are presently 872 students in the school, 225 of whom are ELL students and 10 of whom are first-time entrants into the New York City Public School System. Out of the total number of students, 475 are Spanish-speaking, 25 are Yiddish-speaking, 3 are Turkish-speaking, 2 are Arabic-speaking, 2 are French-Haitian Creole, 1 is French, 1 is French-Khmer and 1 Hebrew. There are 319 parents whose preferred written and verbal language is Spanish. Therefore, whenever it becomes necessary to communicate with any of these parents over the telephone, a Spanish-speaking staff member contacts the parent. Also, any written communication is sent in English and in Spanish. Of the families from countries where Spanish is not spoken, there is an adult family member who speaks English. Ms. Jennifer Valentin (Pupil Accounting Secretary) maintains a Parent's Preferred Languages Report in the Main Office. All staff members will be informed of the existence of this report should they need to find out the preferred language of the parents.

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

When a student is enrolled in our school, a determination is made as to what the student's and parent's primary language is. This information is entered in ATS.

Part B: Strategies and Activities

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

Every written communication by the school is translated in Spanish by a bilingual guidance counselor, the Parent Coordinator, and/or a Foreign Language teacher. The Spanish translation is completed in a timely fashion and all communication is disseminated in English on one side and Spanish on the other side (back-to-back).

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

Upon entering the Main Office, there are two bilingual secretaries (one Payroll and one Pupil Accounting) that greet the parents. Once the secretaries realize that a parent is unable to speak English, they immediately inquire as to how they can assist them in Spanish. If it is determined that the parent needs to meet with another staff member that does not speak Spanish, there are two bilingual guidance counselors (one for grades 6-8 and another one for grades 9-12) that are able to assist the staff members with oral interpretation services. If the parent is here for disciplinary reasons, there is one bilingual dean available to meet with the parent. The Parent Coordinator is also bilingual. There is also a bilingual Assistant Principal that is available to meet with parents. When staff members need to contact a parent that does not speak English by telephone, the bilingual staff members mentioned above are available to assist them. There is also a bilingual School Safety Agent.

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

Parents whose primary language is Spanish are provided with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. A sign is posted in a conspicuous location near the Main Office indicating the availability of interpretation services. The school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	705,212	386,647	1,091,859
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,052	3,864	10,916
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	35,260	*	
4. Enter the anticipated 10% set-aside for Professional Development:	70,521	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ___100%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

1. Campos Secondary School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - SLT will create plan
 - School will attempt, again, to raise the awareness and involvement of PTA
2. Campos Secondary School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - SLT will continue to ensure CEP is followed.
3. Campos Secondary School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Parents will continue to be invited to ELA, Math, Geography nights.
 - The school will, again, attempt to raise the awareness and importance of PTA in academics, not just fundraising.
4. Campos Secondary School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: ESL / Bilingual education by having translation services at Title 1 meetings.
5. Campos Secondary School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies
 - Led by our parent coordinator – in conjunction with the SLT/PTA, will administer a survey to parents.
6. Campos Secondary School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - ELA and Math nights (describing curriculum and assessments) – food and prizes
 - Translation at Report Card Evenings.

- Title 1 meetings.
 - ESL / Bilingual workshops.
- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by bringing teachers/PPT members to PTA / SLT meetings.
- c. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Info. posted on new school sign outside
 - Monthly newsletters – with calendar - (translated) by Parent Coordinator
 - Evening PTA meetings
 - Notices placed on web site.
 - Phone Messenger

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Juan Morel Campos Secondary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: Teachers will engage in professional development that fosters Differentiation of Instruction to meet the needs of all children.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: two times a year – on October 28, 2010 and one in March 2011 (TBA).
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Every 5 to 6 weeks
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: For requests to meet with teachers, please contact the school for teacher availability/conference period. For administrative staff, please contact school to arrange an appointment.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: Parents may sign up to be volunteers in the classroom and they may schedule a time to come in and observe their child in class.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer parental involvement meetings in the evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making sure that homework is completed.
- Monitoring attendance
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please refer to page 11

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- Refer to action plan – pages 14-17
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - **Extended day for ELLs**
 - **On-Line Course Remediation**
 - **On-Line AP courses**
 - **Extended day for credit remediation**

- **Extended day for enrichment programs**
 - **Computer-based Labs for students to complete labs at home.**
- Help provide an enriched and accelerated curriculum.
 - **Differentiation for students need enrichment and remediation**
 - **AP On-Line Courses**
 - **On-Line Labs**
- Meet the educational needs of historically underserved populations.
 - **PD on differentiation for ELL and SPED students**
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - d) **Mandated counseling services**
 - e) **Counseling with Park Slope Center for Mental Health**
 - f) **College Bound College Advisor**
VESID
 - g) **I-Mentor - Mentoring program for High School Students (begins this year with 9th graders)**
- Are consistent with and are designed to implement State and local improvement, if any.
 - **Grade and department inquiry teams focused on the state curriculum and the new Core Content Standards.**

3. Instruction by highly qualified staff.

- i. **All teachers placed in licensed area and / or working on licensure.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- i. **Monthly department inquiry meetings focusing on differentiation of instruction and engagement.**
- ii. **Aussie Literacy and Aussie Math coaches**
- iii. **Bi-weekly grade team meetings focusing on cross-curricular instruction and AIS**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- i. **Development of teachers as leaders that leads to referrals of highly regarded teachers**
- ii. **Vetting process in hiring new teachers**

6. Strategies to increase parental involvement through means such as family literacy services.

i. Refer to page 30

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

i. Focus of school is on teacher-lead and initiated assessment and on interim assessments through the periodic assessment schedule.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

i. PD on differentiation of lessons to meet needs of all students.

ii. Teacher assessment of student work and leads to change in instructional methods

iii. Grade teams that focus on AIS in the classroom.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

i. SAPIS lessons

ii. Partnership with Slow Food, NYC to focus on nutrition

iii. Saturday adult-ed program

iv. VESID

v. Violence prevention funds to fund after school programs

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			592,379	x	P. 32,14,15,20
Title I, Part A (ARRA)	Federal	X			347,825	x	P. 32,14,15,20
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			29,980	x	P.24
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			4,825,758	x	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

There are currently 14 students in our school that are identified as Students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

Guidance counselors meet with the students and parents in temporary housing to check on their emotional and psychological well being. They contact the STH Liaison at the temporary housing site to establish and maintain communication with them as far as what their needs are. They advise the parents that transportation is available for the student, if necessary, depending on how far the temporary housing is from the school. They work closely with the students in temporary housing to ensure them that it is a temporary situation and to encourage the students to continue doing well in school. Arrange to pay for school supplies, school trips, etc. Guidance counselors will closely monitor the attendance of students in temporary housing.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Juan Morel Campos Secondary School						
District:	14	DBN:	14K071	School		331400011071	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	v
	2		6	v	10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.3/81.9	90.0/	89.8 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.8	93.3	96.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	150	148	131	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	173	148	151		76.6	93.2	93.2
Grade 8	167	184	149				
Grade 9	107	101	104	Students in Temporary Housing - Total Number:			
Grade 10	101	114	97	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	114	96	133		7	41	57
Grade 12	77	77	80				
Ungraded	31	38	32	Recent Immigrants - Total Number:			
Total	920	906	877	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					40	36	27

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	111	114	103	Principal Suspensions	258	395	262
# in Collaborative Team Teaching (CTT) Classes	29	24	32	Superintendent Suspensions	61	41	48
Number all others	97	103	95				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	63	41	TBD	Number of Teachers	84	88	89
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	28	29	15
# receiving ESL services only	93	139	TBD				
# ELLs with IEPs	16	88	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	14	15	27

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	19	28	110	% fully licensed & permanently assigned to this school	100.0	100.0	97.5
				% more than 2 years teaching in this school	63.1	65.9	77.5
				% more than 5 years teaching anywhere	36.9	40.9	64.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	84.0	92.1
American Indian or Alaska Native	0.1	0.3	0.6	% core classes taught by "highly qualified" teachers	87.3	92.2	88.1
Black or African American	21.5	19.8	17.7				
Hispanic or Latino	74.8	76.0	78.0				
Asian or Native Hawaiian/Other Pacific	0.3	0.3	0.2				
White	3.2	3.3	3.5				
Male	54.5	54.1	52.8				
Female	45.5	45.9	47.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA: v	ELA: v
Math: v	Math: v
Science: v	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	vsh	v	v	70
Ethnicity							

American Indian or Alaska Native	-	-	-	-	-	-	-
Black or African American	v	v	-	-	-	-	-
Hispanic or Latino	v	v	-	vsh	v	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-
Multiracial							
Students with Disabilities	vsh	v	-	-	-	-	-
Limited English Proficient	vsh	v	-	-	-	-	-
Economically Disadvantaged	v	v	-	vsh	v	-	-
Student groups making	6	6	1	3	3	1	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B / C	Overall Evaluation:	UPF
Overall Score:	50.4 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	UPF
School Environment: <i>(Comprises 15% of the</i>	6.5 / 9.7	Quality Statement 2: Plan and Set Goals	UPF
School Performance: <i>(Comprises 25% of the</i>	6.4 / 14.8	Quality Statement 3: Align Instructional Strategy to Goals	UPF
Student Progress: <i>(Comprises 60% of the</i>	33.2 /	Quality Statement 4: Align Capacity Building to Goals	UPF
Additional Credit:	4.3 / 0	Quality Statement 5: Monitor and Revise	UPF

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 308 3	District 14	School Number 071	School Name Juan Morel Campos
Principal Howard Fineman		Assistant Principal Yolanda Delgado-Villao	
Coach Jennifer Hall/ELA		Coach Greg Hargraves/Math	
Teacher/Subject Area Eliset Claudio/ELA		Guidance Counselor Patricia Knight	
Teacher/Subject Area Phyllis Manganiello/Math		Parent Juan Delgado	
Teacher/Subject Area Brenda Jackson/Science		Parent Coordinator Nereida Peña	
Related Service Provider Sandra Correa/SETSS Teacher		Other Patricia Knight, Counselor	
Network Leader Kathy Pelles		Other Aleira Rosa, Counselor	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	4

C. School Demographics

Total Number of Students in School	883	Total Number of ELLs	225	ELLs as Share of Total Student Population (%)	25.48%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. At the time of admission parents of students who are entering the New York City Public School System for the first time are given the Home Language Identification Survey (HLIS) to complete. The ESL Coordinator, Mr. Rolando Tiburcio (licensed ESL teacher), reviews the HLIS form and determines whether or not the student is eligible for services. If Mr. Tiburcio determines that the student is eligible for services, he administers the LAB-R (in English and in Spanish) and hand scores the assessment. He then submits the answer sheet on the days that it is requested. Ms. Patricia Knight and Ms. Aleira Rosa, licensed Bilingual Guidance Counselors, interview the students and parents using the SIFE Oral Interview Questionnaire and AALD Assessment to determine whether or not they have interrupted formal education. If so, they are classified as SIFE. This procedure is completed within 10 school days from the time the student is admitted to the school as a first-time entrant. The NYSESLAT is administered by the four licensed ESL teachers and every Spring to all ELL students, including the "X-Coded" students and students who take New York State Alternate Assessments.

2. Parents of ELLs are provided with an orientation (conducted in Spanish) at the beginning and throughout the school year at the time that students are registered as first-time entrants into the New York City Public School System. The three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are explained to the parents and the Department of Education (DoE) Orientation Video is presented in their native language (Spanish) to ensure that the parents understand the programs offered. If parents fail to attend the orientation, telephone calls are made to the homes and other orientations are scheduled in the evening and on Saturday at the parents' convenience to ensure that all parents attend. The ELL Parent Orientations are conducted by Ms. Yolanda Delgado-Villao (Assistant Principal), Mr. Tiburcio (ESL Coordinator) and Ms. Peña (Parent Coordinator).

3. Entitlement Letters and the Parent Survey and Program Selection forms are distributed and completed at the time of the parent orientation. Questions are reviewed one by one to ensure that parents understand the question so that they are able to respond accordingly. Parents complete and return the Parent Survey and Program Selection forms at the time of the ELL Parent Orientations. Entitlement letters are also distributed at this time.

4. When the parents complete the Parent Survey and Program Selection form, the Assistant Principal, Yolanda Delgado-Villao, together with the ESL Coordinator review the parent choice and place the students in the program of their choice. Consultation and communication activities are conducted in Spanish, which is the language that the parents speak.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested has been English as a Second Language (ESL). The Parent Survey and Program Selection forms are kept on file in the ESL Coordinator's office. If parents select a program other than ESL as their first choice, parents are explained their right to transfer their child to a school that offers their first choice program. If parents decide to maintain their child at our school, then tallies are kept of their first choice of program so that if we get sufficient students whose parents select the same program, we can offer the program at our school.

6. The program models offered at our school are aligned with parent requests. Our ESL program is a combination of "push in", (Co-Teaching), "pull out", Collaborative and Self-Contained in ELA and in the content areas, depending on the students' English proficiency level.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							2	2	2	1	1	1	1	10
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							1	1	1	1	1	1	1	7
Push-In							4	4	4	4	4	4	2	26
Total	0	0	0	0	0	0	7	7	7	6	6	6	4	43

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	225	Newcomers (ELLs receiving service 0-3 years)	85	Special Education	54
SIFE	49	ELLs receiving service 4-6 years	65	Long-Term (completed 6 years)	75

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE			5			9			23	0
Dual Language										0
ESL	85	35	11	65	14	13	75	0	30	225
Total	85	35	16	65	14	22	75	0	53	225

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	2	5					11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish							6	7	2	3	4	3	1	26

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0	0	0	0	0	0	10	9	7	3	4	3	1	37

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							28	29	35	24	22	24	24	186
Chinese														0
Russian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic									1	1				2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	28	29	36	25	22	24	24	188

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. Instruction is delivered as follows:
 - a. Push-In (Co-Teaching), Pull-Out, Collaborative, and Self-Contained, depending on the students' proficiency level.
 - b. The classes travel together as a group in grades 6-8 (1 class each in grades 6, 7, and 8; 1 bilingual/Spanish Sp. Ed. bridge class (grades 6-8), and 2 bilingual/Yiddish Sp. Ed. classes (1 class in grade 6, 1 bridge class in grades 7 and 8) and the students are heterogeneously grouped in English proficiency levels. The ELLs in grades 9 through 12 are heterogeneously grouped in English proficiency levels with non-ELLs in the same class by grade and they travel together as a group (1 class per grade). There is also 1 bilingual/Yiddish bridge class (grades 9, 10, 11 and 12) that travel together as a group.
2. Four licensed ESL teachers provide the mandated number of instructional minutes according to proficiency levels by a combination of Push-In, Pull-Out, Collaborative, and Self-Contained models in ELA and in the content areas. The 1 bilingual/Spanish Sp. Ed. and the 3 bilingual/Yiddish classes provide the mandated number of instructional minutes according to proficiency levels using both English and the native languages (Spanish and Yiddish) and increase the percentage of English while decreasing the use of the native languages as they become more proficient in English.
 - a. ESL instructional minutes are delivered as per CR Part 154 in ELA classes and in the content areas according to the students'

English proficiency level (grades 6 through 8 - Beginner and Intermediate students receive 360 minutes per week of ESL instruction and Advanced students receive 180 minutes per week in ESL and 180 minutes in ELA per week; grades 9 through 12 - Beginner students receive 540 minutes per week of ESL instruction, Intermediate students receive 360 minutes of ESL instruction and Advanced students receive 180 minutes of ESL and 180 minutes of ELA instruction). ESL is provided using a Pull-out/Push-In model for Beginners and lower-level Intermediate students in ELA and in the content areas and Push-In Model for Advanced students in ELA and in the content areas.

3. Four ESL teachers work in a Collaborative Model with ELA teachers and content area teachers. They provide the ELA and content area teachers with graphic organizers and other resources to use when teaching certain concepts to the ELL students. They also share strategies they can use (including QTEL strategies) in the classroom. In the bilingual classes both languages are used in each of the content areas. Native language support in Spanish or Yiddish is used in the classrooms. As the students become more proficient in English, the percentage of the native language is reduced and the percentage of English is increased. The teachers that provide native language support in Spanish use the RIGOR program content area books in Spanish (both Levels I and II) and the textbook series, "Navegando". The teachers that provide native language support in Yiddish use Yiddish language and reading books, teacher-made materials and Yiddish music. Difficult concepts are taught in a myriad of ways, including modeling and the use of manipulatives, visual aids, etc. Spelling and writing are reinforced so that students learn important skills that help their oral language as well. Students learn from each other and are encouraged to discuss their learning through small group discussions in the classrooms. In addition, an after school PM School for all high school ELLs provides Regents Prep and content area support in Global History, United States History, Algebra, and Geometry in Spanish (note that the high school ELLs who are Yiddish speaking are New York State Alternate Assessment students that do not take Regents examinations). Spanish textbooks in the content area and sample Regents examinations in Spanish are used for the PM School HS ELL Program.

4. Instruction for ELL subgroups is differentiated as follows:

a. The instructional plan for SIFE students includes literacy skills in English and in their Native Language Arts (Spanish). Teachers tap into the SIFE students' prior knowledge and experiences and build upon what they already know so that they can make associations with what is being taught. A Saturday Literacy Program and an after school program in the content areas provides more support for SIFE students. The literacy program provides rigorous instruction in all four modalities (Listening/Speaking, Reading/Writing) in both English and Spanish.

b. The instructional plan for newcomers includes developing the four modalities (Speaking/Listening and Reading/Writing). To prepare students to take and pass the ELA examination after one year, students are programmed into regular ELA classes with ESL teacher support in a collaborative co-teaching model. ESL strategies including the cognitive, academic, language learning approach (CALLA), and explicitly teaching learning strategies, such as questioning, predicting, visualizing, inferencing and journal writing are used.

c. The instructional plan for ELLs receiving service 4 to 6 years includes teaching strategies to develop the area in which they need more support (i.e., Speaking/Listening and/or Reading/Writing). The focus is to make content comprehensible for ELLs by infusing multi-sensory approaches and balanced literacy. This includes modeling, contextualization, text representation, schema building and instructional scaffolding techniques.

d. The instructional plan Long-Term ELLs includes the use of instructional materials, such as Keys to Learning textbooks and workbooks, Grammar in Action and the internet. ELA test preparation sessions are held (that includes test taking skills) to ensure that students pass the ELA examination.

e. The instructional plan for ELLs identified as having special needs includes a thorough review of the Individualized Education Program (IEP) to see where the students' strengths and weaknesses are so that teachers know how and when to differentiate instruction. Vocabulary is previewed and students keep an ongoing list of newly acquired words. Cognates are used whenever possible. Word walls and charts are posted throughout the room for additional language support. Opportunity is provided for students to collaborate with interactive group work. The Achieve3000 reading program is used for reading comprehension, writing skills, vocabulary building, etc.

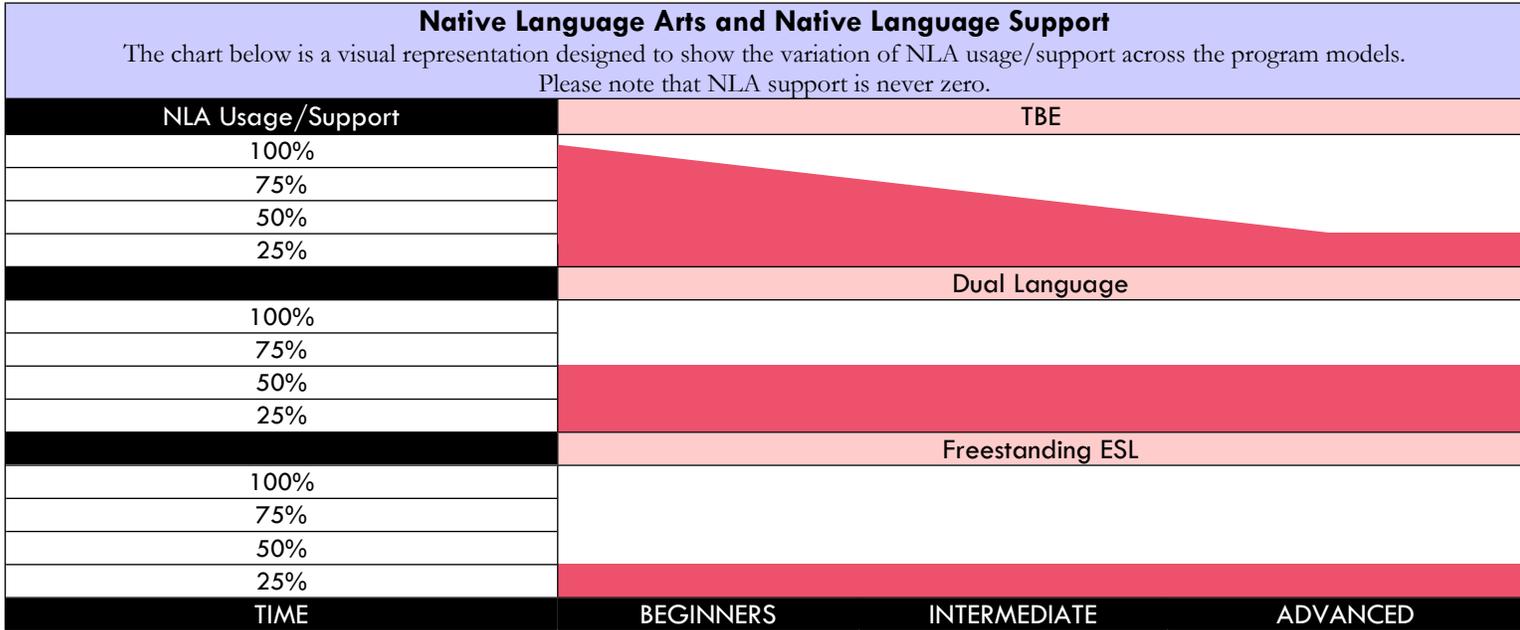
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. High School ELLs participate in an after school program where students receive content area instruction in English and in their native language (Spanish) to reinforce what is being taught during the regular school day. Middle School and High School ELLs participate in a Saturday Literacy Program (taught in English and in Spanish).
6. One of the licensed ESL teachers provides transitional support for ELLs reaching proficiency on the NYSESLAT by meeting with the eligible students on a regular basis to discuss their progress in ELA and in the content areas. The ESL teacher that services the ELLs reaching proficiency develops a rapport with the students and collaborates with their teachers to identify the students who require more support and in what area.
7. This year there will be more collaboration between the ESL teachers and ELA and content area teachers in planning and delivering lessons.
8. The Saturday Parent Literacy and Computer Program was discontinued due to budgetary constraints.
9. ELLs are afforded equal access to all school programs. They all participate in the Talent classes that are offered, in holiday celebrations, school performances, College Fairs, college trips, Financial Aid Night, etc.
10. The instructional materials that are used are the Rosetta Stone and the Achieve3000 computerized reading programs, Keys to Learning textbooks and workbooks, RIGOR, Destination Math computerized program, Grammar in Action, QTEL strategies, in addition to graphic organizers, visualization.
11. Two of the four ESL teachers speak Spanish. When they are servicing the ELLs in ELA and in the content areas, they use the native language (Spanish) when necessary, to ensure that students understand certain concepts being taught in the classroom. Bilingual dictionaries and glossaries are provided in the content areas. Cognates are taught to students so that they can see the similarities between their native language (Spanish) and English.
12. Age and grade appropriate instructional material is provided to all ELLs.
13. Staff members attend the Middle School and High School Fairs (Citywide and Regional) so that prospective students become familiar with the programs available at the school. Open Houses are held throughout the school year where students and parents are given a tour of our school. Student and Parent Orientations are held in July of each year for incoming 6th and 9th grade students.
14. The only language elective that is offered to ELLs in our school is Spanish. This is the only language that is offered for all our non-ELLs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. All teachers who service ELL students receive professional development in differentiated instruction within the classroom. ESL teachers who are trained in QTEL, RIGOR, ACHIEVE3000, etc. conduct turn-key training with the teachers in the collaborative co-teaching model.

2. There are two bilingual counselors that are assigned to work with all ELLs in the middle school and in the high school. They have individual and small group sessions in order for them to make a smooth transition from elementary to middle and from middle to high school. Student and parent orientations are held for all incoming 6th and 9th graders, including ELLs. ELL Parent Orientations are held throughout the school year for first-time entrants into the New York City Public School System. One ESL teacher (Ms. Duran) provides transitional services to students from middle school to high school and from high school to college. A special , six year programs, VESID, etc. for ELLs who are in special education. This is supported by the middle school bilingual guidance counselor (Ms. Knight) who reviews the high school application process with ELL students and their parents. A special education teacher (Ms. Ritter) also provides transitional services to high school ELLs who are also in special education. This is supported by the high school bilingual guidance counselor (Ms. Rosa) and the College Advisor (Ms. Medina) who is bilingual who review the college application process, as well as explore other options for students, such as Six Year Programs, VESID, etc.

3. All staff members (including paraprofessionals, the school psychologists, etc.) receive professional development on the different types of ELLs in the school building, and in the New York City Public School System. In addition, teachers receive training on instructional strategies for ELLs, such as QTEL methodologies, RIGOR, and ACHIEVE3000. Paraprofessionals, especially those who serve as Alternate Placement paraprofessionals, as per the students' IEP, receive training on how to service this student population. Two bilingual school psychologists (Spanish and Yiddish) evaluate students as per their IEP. A bilingual school social worker also provides counseling services to the bilingual Spanish students.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. PTA Meetings are held throughout the school year for all parents, including parents of ELLs. Translators are provided for parents of ELLs who do not speak English. ELL parent orientation meetings are held throughout the school year, especially for parents of ELLs who are first-time entrants into the New York City Public School System.

2. ASPIRA, Inc. is housed in the school building and all students, including ELLs, participate in the after school program. The College Advisor organizes College Fairs, Financial Aid Night, etc. and the Fairs are conducted in English and Spanish for students and parents.

3. During registration, the bilingual guidance counselor interviews the ELL students and their parents to evaluate their needs. Throughout the school year, they develop rapport, maintain communication and build a relationship with the ELLs and their parents and they feel comfortable coming to school to discuss any concerns they may have.

4. During PTA meetings, ASPIRA parent gatherings, College Fairs, Financial Aid Night, etc. parents share their needs and concerns with the bilingual guidance counselors, bilingual school psychologists, deans, college advisor and assistant principal. They also speak with the bilingual Parent Coordinator about any concerns they have. The PTA has a clothing drive for families that are in need, especially families that are new in the country since most of them come from the Carribean where they do not wear warm clothing, coats, etc.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSES LAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0						12	9	14	8	5	5	6	59
Intermediate(I)							8	9	18	17	13	18	14	97

Advanced (A)							18	20	11	3	8	4	5	69
Total	0	0	0	0	0	0	38	38	43	28	26	27	25	225

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							4	2	0	2	3	3	1
	I							4	7	8	5	6	5	12
	A							17	17	12	8	3	6	2
	P							10	9	21	11	8	12	8
READING/ WRITING	B							9	9	12	8	4	5	5
	I							16	6	17	15	7	18	14
	A							10	17	10	3	9	3	4
	P							0	3	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	32	66	29	2	129
7	53	82	10	0	145
8	46	82	13	0	141
NYSAA Bilingual Spe Ed				28	28

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	11	11	49	15	34	4	8	0	132
7	26	7	56	16	36	3	3	0	147
8	27	2	56	16	30	3	0	0	134
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed								37	37

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		0	
Math <u>Algebra</u>	36		7	
Math <u>Geometry</u>		8	0	
Biology				
Chemistry				
Earth Science		3		3
Living Environment		24		11
Physics				
Global History and Geography	7	11		4
US History and Government		16	0	8
Foreign Language	7	0		6
Other				
Other				
NYSAA ELA	33		33	
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Assessment tools from the RIGOR program are used to assess the early literacy skills of ELLs. The LAB-R for first time entrants is also used as an initial assessment for language in both English and Spanish. ELL Periodic Assessments are administered to all students in grades 6 through 12 and Pre-Regents examinations are given to ELL, as well as non-ELL students.
2. The data patterns across proficiency levels indicates that most of our students are at Levels 1 and 2. What is revealed by the data patterns on the LAB-R is that more students are deficient in their native language skills when entering the New York City Public School System. Therefore, they have limited native language skills that can be transferred to English, thus making it more difficult to make gains in English proficiency. More native language support is necessary to support these students.
3. Results of the NYSESLAT are reviewed and analyzed to determine where the students are having the most difficulty in: Listening/Speaking and/or Reading/Writing. Instructional decisions are made based on the students' area of deficiency and all ELA/ESL and content area teachers focus on the specific needs.
4.
 - a. ELLs in the 6th, 7th and 8th grades are struggling more in Reading/Writing than in Listening/Speaking. More ELLs are reaching the Advanced level in Listening/Speaking in grades 6, 7 and 8 when compared to ELLs in grade 9-12. This is, in part, due to the fact that the school received 25 first-time entrants in the New York City Public School System in the 2009-2010 school year and 9 in the 2010-2011 school year (mostly at the high school level). Fewer ELLs are reaching proficiency in Reading/Writing (3 compared to 100) reaching proficiency in Listening/Speaking in grades 6-12. ELLs are faring better in tests taken in Spanish in the content areas.
 - b. The school leadership and teachers review the item analysis of the ELL Periodic Assessments to identify the specific skills where students are struggling with in order to reteach these skills in ELA and in the content area classes
 - c. The school is learning where to focus their instruction based on the ELL Periodic Assessments. Since our students are struggling in Reading, ESL teachers, together with ELA and content area teachers who service the ELLs, will teach reading strategies students can use to help them read difficult texts. They will learn to read to: answer questions; obtain ideas and information; use text features, such as a glossary or text box, to figure out the meaning of unfamiliar words or concepts; use prior knowledge of genres and subjects; etc.; and hold onto ideas and information. In Writing, the focus will be to write from a simple essay and then write an essay about texts. ELLs will be taught to make an outline, create a web, or make some notes to help organize their ideas logically and clearly (i.e., a beginning, middle and end) that will keep them on task when writing. They will learn how to include story elements (i.e., setting, character, plot, problem, solution, etc.) to help plan and tell a story. They will learn how to write details and examples to support their ideas and feelings using specific and relevant examples. The Native Language is used to support instruction after school and on Saturdays. Also ELLs are given glossaries, word-to-word translation dictionaries, native language books, etc. An ELL Inquiry Team is also identifying students who have not made sufficient gains on the NYSESLAT and ELA examinations.
5. N/A
6. We evaluate the success of our programs for ELLs by analyzing the students' individual progress in all four modalities. Also, we analyze the movement of ELLs from beginner to intermediate, from intermediate to advanced and from advanced to English proficiency. The movement of ELLs from Level 1 to Level 2, from Level 2 to Level 3 and from Level 3 to Level 4 in the ELA and Math examinations is also reviewed. Finally, the results of all Regents examinations, including the ELA Regents, are reviewed. Based on these analyses teacher instruction in ELA and in the content areas, including ESL instruction (push-in and pull-in) is modified and differentiated to focus on the areas where most of the ELLs are having more difficulty.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/10/11
	Assistant Principal		1/10/11
	Parent Coordinator		1/10/11
	ESL Teacher		1/10/11
	Parent		1/10/11
	Teacher/Subject Area		1/10/11
	Teacher/Subject Area		1/10/11
	Coach		1/10/11
	Coach		1/10/11
	Guidance Counselor		1/10/11

	Network Leader		1/10/11
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Juan Morel Campos Secondary School						
District:	14	DBN:	14K071	School		331400011071	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	v
	2		6	v	10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.3/81.9	90.0/	89.8 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0	Student Stability - % of Enrollment:			
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		95.8	93.3	96.2
Grade 5	0	0	0				
Grade 6	150	148	131	Poverty Rate - % of Enrollment:			
Grade 7	173	148	151	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	167	184	149		76.6	93.2	93.2
Grade 9	107	101	104				
Grade 10	101	114	97	Students in Temporary Housing - Total Number:			
Grade 11	114	96	133	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	77	77	80		7	41	57
Ungraded	31	38	32				
Total	920	906	877	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					40	36	27

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	111	114	103	Principal Suspensions	258	395	262
# in Collaborative Team Teaching (CTT) Classes	29	24	32	Superintendent Suspensions	61	41	48
Number all others	97	103	95				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	63	41	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	93	139	TBD
# ELLs with IEPs	16	88	TBD
These students are included in the General and Special Education enrollment information above.			
Number of Teachers	84	88	89
Number of Administrators and Other Professionals	28	29	15
Number of Educational Paraprofessionals	14	15	27

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	19	28	110	% fully licensed & permanently assigned to this school	100.0	100.0	97.5
				% more than 2 years teaching in this school	63.1	65.9	77.5
				% more than 5 years teaching anywhere	36.9	40.9	64.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	84.0	92.1
American Indian or Alaska Native	0.1	0.3	0.6	% core classes taught by "highly qualified" teachers	87.3	92.2	88.1
Black or African American	21.5	19.8	17.7				
Hispanic or Latino	74.8	76.0	78.0				
Asian or Native Hawaiian/Other Pacific	0.3	0.3	0.2				
White	3.2	3.3	3.5				
Male	54.5	54.1	52.8				
Female	45.5	45.9	47.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA: v	ELA: v
Math: v	Math: v
Science: v	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v	vsh	v	v	70
Ethnicity							

American Indian or Alaska Native	-	-	-	-	-	-	-
Black or African American	v	v		-	-	-	
Hispanic or Latino	v	v		vsh	v		
Asian or Native Hawaiian/Other Pacific Islander	-	-				-	
White	-	-	-	-	-	-	
Multiracial							
Students with Disabilities	vsh	v	-	-	-	-	
Limited English Proficient	vsh	v	-	-	-	-	
Economically Disadvantaged	v	v		vsh	v		
Student groups making	6	6	1	3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B / C	Overall Evaluation:	UPF
Overall Score:	50.4 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	UPF
School Environment:	6.5 / 9.7	Quality Statement 2: Plan and Set Goals	UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	6.4 / 14.8	Quality Statement 4: Align Capacity Building to Goals	UPF
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	33.2 /		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.3 / 0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf