



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _JUAN MOREL CAMPOS SECONDARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _14k071_____

PRINCIPAL: _HOWARD FINEMAN_____ **EMAIL:** _HFINEMAN@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: ___KAREN WATTS_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Howard Fineman	*Principal or Designee	
Keith Miller	*UFT Chapter Leader or Designee	
Arnese Taylor	*PA/PTA President or Designated Co-President	
Patricia Graham	DC 37 Representative, if applicable	
Toni Starks and Anthony Anderson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dorey Barrow	Member/Teacher	
Michael Simone	Member/Teacher	
Denise Martinez	Member/Teacher	
Marta Lopez	Member/Parent	
Carolyn Diaz	Member/Parent	
Paulette Wright	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June, 2012, 67% of students will achieve 10+ credits their first year (up from 59%).

Comprehensive needs assessment

We did not make AYP in this category and we performed below our peer group on our school report card in this category.

Instructional strategies/activities

- Quarterly report card reviews will reveal progress towards this goal.
- 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
- Engrade will be used to communicate student progress regularly

Strategies to increase parental involvement

- Engrade will be used to communicate student progress with families
- Parents are given a G-Mail account and training to use it
- Some of 1% Title 1 Parent Involvement funds will be used to pay for postage to mail progress checks home.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are currently highly qualified.
- To retain teachers, we engage in distributive leadership through grade and inquiry team leaders
- We hi-light effective practices and engage in intervisitations

Service and program coordination

- To first meet students' social and emotion needs, we are engaging in the Positive Behaviors and Interventions System (PBIS) to build a culture that is focused on academic success.
- Partnership with Puerto Rican Family Institute – in-house therapy

Budget and resources alignment

- Engrade cost is negligible.
- APEX is paid using NYSTL funds
- Stamps are purchased using Title 1 parent involvement funds
- College Bound Counselor funded with Title 1 Funds (\$53,00) – cost share with Robin Hood Foundation

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June, 2012, 60% of our graduating class will graduate with a Regents Diploma

Comprehensive needs assessment

- We did not make AYP for our graduation rate
- 8 of our graduating cohort are on track for an IEP diploma and therefore do not count in our graduation rate.
- 1 of our graduating cohort is an alternate assessment child and will not count in our graduation rate.

Instructional strategies/activities

- Quarterly report card reviews will reveal progress towards this goal.
- 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
- Engrade will be used to communicate student progress regularly
- Regents Prep will be offered during and after school.
- Non-Regents-bearing classes will engage in Regents Prep the month of January

Strategies to increase parental involvement

- Engrade will be used to communicate student progress with families
- Parents are given a G-Mail account and training to use it
- Some of 1% Title 1 Parent Involvement funds will be used to pay for postage to mail progress checks home.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are currently highly qualified.
- To retain teachers, we engage in distributive leadership through grade and inquiry team leaders
- We hi-light effective practices and engage in intervisitations

Service and program coordination

- To first meet students' social and emotion needs, we are engaging in the Positive Behaviors and Interventions System (PBIS) to build a culture that is focused on academic success.

Partnership with Puerto Rican Family Institute – in-house therapy

Budget and resources alignment

- Engrade cost is negligible.
- APEX is paid using NYSTL funds
- Stamps are purchased using Title 1 parent involvement funds
- College Bound Counselor funded with Title 1 Funds (\$53,00) – cost share with Robin Hood Foundation
- TL money used to pay per session and per diem for regents prep

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June of 2012, 16% of students who scored level 1 or 2 on the 2011 NYS assessment will advance one level on the 2012 examination and the high school pass rate on June Mathematics Regents examinations increasing from 51.4% in 2011 to 60% in 2012.

Comprehensive needs assessment

- School did not meet middle level and secondary AYP, AMO, or Safe Harbor targets in Mathematics.

Instructional strategies/activities

- 6th and 7th grade students with greatest need will receive one extra period per day of math intervention.
- Teachers will implement an individual student progress monitoring system.
- Identified students will receive non-credit extra-time intervention
- Level 1 middle students will participate in our SES program, Supreme Evaluation.
- Computer Assisted Instruction implemented for identified students

Strategies to increase parental involvement

- Engrade will be used to communicate student progress with families
- Parents are given a G-Mail account and training to use it
- Some of 1% Title 1 Parent Involvement funds will be used to pay for postage to mail progress checks home.
- Parents will receive training in assisting students outside of the school day.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are currently highly qualified.
- To retain teachers, we engage in distributive leadership through grade and inquiry team leaders
- We hi-light effective practices and engage in intervisitations

Service and program coordination

- PBIS
- In-House therapy from Puerto Rican Family Institute.

Budget and resources alignment

- .5 teaching assignment on 6th and 7th grade levels funded by TL FSF
- Title I SWP and TL FSF support programs
- CAI program is no cost to school

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

The percentage of students who identify as special education and English language learners will increase their ELA proficiency levels. As measured by the City's Progress Report for the middle school, the percentage of students at or above the 75th growth percentile will increase by 10 points in each category. In the high school, the four-year weighted diploma rate for these same groups will also grow by 10 points.

Comprehensive needs assessment

In both the middle school and the high school, Campos has a high percentage of students labeled as an ELLs and special education (more than 50% in all). Since these students make up such a significant portion of our population it is imperative that we target their learning needs. In previous years we have not capitalized on the opportunities to move these subgroups as measured by state assessments and graduation requirements.

Instructional strategies/activities

The school will continue to employ many methods of targeting these sub-groups. Among them are the use of Achieve3000, an online literacy program, and APEX, an online credit recovery program. Additionally, we will leverage per session money to offer before, during and after school academic intervention for students who need additional support to succeed on the state assessments. In addition to these supports, we have restructured the high school teachers' schedule around an ICT model for special education students and "self-contained" ESL classes grouped by proficiency level. We anticipate that by prioritizing these groups in our scheduling efforts we will also increase the likelihood of meeting their academic needs.

Teachers are being offered ongoing support in the use of APEX, Achieve3000 and about the effective implementation of ICT models of instruction. We are leveraging network support personnel and program supports, from Achieve3000 for example, to help our teachers adapt to these changes. The "self-contained" ESL model is direct response to teachers' requests over the last few years. Additionally, the after school / Saturday programs for ELLs offer them the additional content area support that their content area teachers have requested. The degree to which we accomplish our goal above will be the primary indicator of the success and effectiveness of our plan. Interim measurements using data tracking tools and summative assessments will guide us as we design and tailor instruction along the way.

Training for Achieve3000, iPads and APEX will occur in the fall semester as the programs get up and running throughout the school community. The ELL tutoring sessions will begin in the fall and run through the spring semester.

Strategies to increase parental involvement

- Engrade will be used to communicate student progress with families
- Parents are given a G-Mail account and training to use it
- Some of 1% Title 1 Parent Involvement funds will be used to pay for postage to mail progress checks home.
- Parents will receive training in assisting students outside of the school day.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are currently highly qualified.
- To retain teachers, we engage in distributive leadership through grade and inquiry team leaders
- We hi-light effective practices and engage in intervisitations

Service and program coordination

- PBIS
- In-House therapy from Puerto Rican Family Institute.

Budget and resources alignment

Title III funds have been used to employ after school / Saturday tutoring sessions for ELLs and to purchase iPad 2s and literacy improvement apps for students.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

By June, 2012, we will improve our median adjusted growth percentile by 5 points, across the middle school, in ELA. In other words, the amount of total gain in proficiency levels will increase for all students.

Comprehensive needs assessment

In past years, the school has struggled to increase student proficiency levels as measured by state assessments. Typically, the biggest gains in proficiency levels are made by students in the school and city's bottom third. We need to focus on practices that will continue to help these groups make gains and begin identifying and implementing practices that will support other student sub-groups.

Instructional strategies/activities.

Middle school literacy teachers and support personnel will be provided with professional development about many practices that will allow them to push proficiency levels for all students. Some teachers have elected to attend lab sites – network-run professional development series that connect teachers with exemplary practitioners. All teachers will attend a series regarding changes and modifications to the state assessment and ways to better prepare students for future examinations. Professional development will be offered in-house about Universal Design for Learning (UDL) and the creation of grading and assessment practices that go beyond simply evaluating student learning. Additionally, teachers are invited to identify areas of professional growth and supporting professional development opportunities to attend. These are recorded on a tracking sheet with their subject supervisor.

Academic intervention sessions will be offered during and after school to sub groups in need of additional support in each grade level. An after-school and Saturday program will be utilized throughout the year to support English Language Learners in particular. A high percentage of students in our school are special education and English language learners. Online literacy programs like Achieve3000 and iPad 2s equipped with literacy apps will be utilized to support struggling subgroups. Network support personnel, a literacy coach funded through our partnership with Aussie, and staff developers from Achieve 3000 will be active in our building throughout the year to support teacher and student growth in targeted literacy areas. A data-tracking tool has been provided to all teachers to assist them in tracking student proficiency levels, with regards to the Common Core State Standards. Based on their findings using this tool and classroom assessments, teachers will be able to offer feedback about the effectiveness of their instructional practices.

State assessment support, UDL and grading policy support and planning will take place in the fall semester and continue into the spring. Support personnel will conduct monthly visits to train teachers individually and in groups. Academic interventions will begin in the fall for ELLS and will take place briefly during each marking period until the exam in the spring of 2012 for the AIS program.

Strategies to increase parental involvement

- Engrade will be used to communicate student progress with families
- Parents are given a G-Mail account and training to use it
- Some of 1% Title 1 Parent Involvement funds will be used to pay for postage to mail progress checks home.
- Parents will receive training in assisting students outside of the school day.

Strategies for attracting Highly Qualified Teachers (HQT)

The school has hired a new supervisor for the ELA department who has strengths as an instructional leader. The numerous professional development opportunities aforementioned, from UDL to Achieve3000, represent the school's efforts to support teachers as they increase their own capacity as instructors. Regular professional development and numerous opportunities for teachers to provide feedback about the utility of these sessions will help us develop all teachers.

Service and program coordination

- PBIS
- In-House therapy from Puerto Rican Family Institute.

Budget and resources alignment

Title III funds have been utilized to support our English Language Learners and are being leveraged to purchase iPads and to fund the after-school / Saturday literacy support sessions.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	109	114	44	n/a	20	n/a		
7	140	134	49	62	25	n/a	5	0
8	135	103	73	67	24	n/a	0	0
9	102	91	87	73	25	n/a	1	0
10	n/a	60	65	n/a	20	n/a	0	0
11	n/a	50	45	72	22	n/a	1	0
12	67	70	61	63	25	n/a	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Achieve 3000 for ELL and SPED students Homogeneous grouping for 6 th and 7 th Gen Ed AIS – additional reading time and work on non-fiction HS Regents prep during students’ lunch and after school Non-Regents classes doing regents prep the months of January and June
Mathematics	Homogeneous grouping for 6 th and 7 th Gen Ed AIS – additional time on math-basics HS Regents prep during students’ lunch and after school Non-Regents classes doing regents prep the months of January and June Khan Academy for Math
Science	Homogeneous grouping for 6 th and 7 th Gen Ed AIS – additional reading time and work on non-fiction HS Regents prep during students’ lunch and after school Non-Regents classes doing regents prep the months of January and June
Social Studies	Homogeneous grouping for 6 th and 7 th Gen Ed AIS – additional reading time and work on non-fiction HS Regents prep during students’ lunch and after school Non-Regents classes doing regents prep the months of January and June
At-risk Services provided by the Guidance Counselor	Individual and small group depending on issue
At-risk Services provided by the School Psychologist	Individual and small group depending on issue
At-risk Services provided by the Social Worker	Individual and small group depending on issue

At-risk Health-related Services

SAPIS worker sees students as appropriate

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _14K071_ **School Name:** __Juan Morel Campos Secondary School_____

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - Grades 6-8 Math: most Self-Contained teachers taught all core subjects; SETTS students lost time from core subjects to receive services; lack of differentiation on groups of students that needed additional supports; 6th grade scores dropped after transition to middle school

 - Grades 6-8 ELA: ELL Students were not progressing via the State ELA exam; focus was on lowest 1/3 not on mid-high 2s to push to 3; most Self-Contained teachers taught all core subjects; SETTS students lost time from core subjects to receive services; lack of differentiation on groups of students that needed additional supports; 6th grade scores dropped after transition to middle school

 -

 - HS Math: SETTS students lost time from core subjects to receive services; long-term absence necessitated substitute service; lack of differentiation on groups of students that needed additional supports

 - HS ELA: ELL Students were not progressing via the Regents; students were scheduled into ELA classes by grade level, not proficiency; SETTS students lost time from core subjects to receive services; lack of differentiation on groups of students that needed additional supports

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Grades 6-8 Math: Teacher training in common core; effective teacher feedback through Teachscape (Danielson) from Cabinet; tracking tool for gen-ed, ELL and special needs to evaluate instructional plan for meeting all groups of students; students involved in Two-Part After-School intervention: 1st part focuses on diagnostic assessment and instructional plan; 2nd part (after winter-break) focuses on instructional plan. SES to support broader group of students; teachers are all MS SPED teachers focused on 1 or 2 subjects; 6&7 grade SETSS students given AIS period to focus on supports instead of losing core class time; all targeted students get an AIS period in 6&7th grades; 6th grade small-group intervention during teacher's professional period

 - Grades 6-8 ELA:
 - Teacher training in common core; effective teacher feedback through Teachscape (Danielson) from Cabinet; gen-ed, ELL and special needs to evaluate instructional plan for meeting all groups of students;; students involved in Two-Part After-School intervention: 1st part focuses on diagnostic assessment and instructional plan; 2nd part (after winter-break) focuses on instructional plan. SES to support broader group of students; more consistent teacher assignment by grade; all MS SPED teachers focused on 1 or 2 subjects; 6&7 grade SETSS students

given AIS period to focus on supports instead of losing core class time; all targeted students get an AIS period in 6&7th grades; 6th grade small-group intervention during teacher's professional period

- High School ELA:

Teacher training in common core; effective teacher feedback through Teachscape (Danielson) from Cabinet; tracking tool for gen-ed, ELL and special needs to evaluate instructional plan; Regents prep during students' lunch period, after-school and during non-regents bearing classes (the month of January) for students needing 75+ on Regents; ELL students grouped by level instead of grade; HS SETSS students were given an extra period in their day so as to lose time in core classes; gen-ed, ELL and special needs to evaluate instructional plan for meeting all groups of students;

High School Math:

Teacher training in common core; effective teacher feedback through Teachscape (Danielson) from Cabinet; gen-ed, ELL and special needs to evaluate instructional plan for meeting all groups of students; Regents prep during students' lunch period, after-school and during non-regents bearing classes (the month of January) for students needing 75+ on Regents; HS SETSS students were given an extra period in their day so as to not lose time in core classes; Full-time teacher hired to fill vacancy

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

-Our Title 1 10% is used to partially fund two instructional leaders: our math assistant principal and our new instructional ELL and SPED assistant principal. Both leaders spend the majority of their time working with teachers on the common core and teacher effectiveness (as is evidenced through Teachscape / Danielson).
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - In addition to the mandated mentoring for new teachers, new teachers are part of lab-site visits to show them best practices in the curricular area they are teaching in. They are then supported by the subject supervisor to ensure that what they have observed is put into practice. All teachers are mentored in their development by their subject supervisor and the instructional cabinet as a whole through focused learning walks that result in meaningful feedback through Teachscape. Also, teacher-leaders are mentored in their roles as grade-team leaders and inquiry-team leaders.
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.
 - All letters will be translated and sent out explaining our status. The letter will be written in such a way to make sure that it is in clear, understandable language. During SLT and PTA, progress towards to meeting these deficits are discussed.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Kathy Pelles	District 14	Borough Brooklyn	School Number 071
School Name Juan Morel Campos Secondary School			

B. Language Allocation Policy Team Composition [?](#)

Principal Howard Fineman	Assistant Principal Eric Fraser
Coach Jenifer Hall / ELA	Coach Greg Hargraves / Math
ESL Teacher Rolando Tiburcio	Guidance Counselor Patricia Knight
Teacher/Subject Area Jesse Cohen / ELA	Parent Marta Lopez
Teacher/Subject Area William Rittenhouse / SS	Parent Coordinator Nereida Pena
Related Service Provider Maribel Torres	Other type here
Network Leader Kathy Pelles	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	891	Total Number of ELLs	227	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 and results within ten days of the student's first date of attendance. 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. Knight (Bilingual Guidance Counselor), Mr. Tiburcio (ESL Coordinator) and Ms. Pena (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. Upon completion of the survey, parents are made aware of the three programs offered in New York City schools for ELLs (Bilingual, Dual Language and ESL) as well as the options available at our school. When the parents complete the Parent Survey and Program Selection form, the Assistant Principal, Eric Fraser, together with the ESL Coordinator review the parent choice feedback and place the students in the program of their choice if it is available at our school. Parents who chose a program that is not offered here are provided with a list of schools that offer the program of their choice. Consultation and communication activities are conducted in Spanish as it is the dominant language of ELL students' parents here.

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", and self-contained ESL classes organized largely by 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): Yiddish (9-12) Spanish (6-8)
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1							1
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained									3	3	1	1		8
Push-In						3	3	3						9
Total	0	0	0	0	0	3	4	3	3	3	1	1	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	227	Newcomers (ELLs receiving service 0-3 years)	82
SIFE	20	ELLs receiving service 4-6 years	59
		Special Education	36
		Long-Term (completed 6 years)	86

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	1	0	1	6	0	6	30	1	29	37

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	
Dual Language										0
ESL	81	4	2	53	12	5	56	3	8	190
Total	82	4	3	59	12	11	86	4	37	227
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							2	5	2					9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish							6	6	4	2	3	4	1	26
Other <u>HE</u>										1				1
TOTAL	0	0	0	0	0	0	8	11	6	3	3	4	1	36

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							37	21	27	28	23	18	36	190
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	37	21	27	29	23	18	36	191

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 homogeneously grouped in self-contained ESL classes. 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 in middle school. In high school all students are placed in self-contained ESL classes to receive their mandated minutes of service.
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,

A. Programming and Scheduling Information

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.

5. 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. The Edge Program is a supplemental textbook that is designed for use with ELLs and struggling readers. It is generally used with ELLs of higher proficiency levels.

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.

6. 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.

7. The school has a bilingual, self-contained, bridge class for middle school ELLs with IEPs. In the high school, students with IEPs and ELL needs are assigned alternate placement paraprofessionals to provide language support in their content area studies.

Courses Taught in Languages Other than English ⓘ

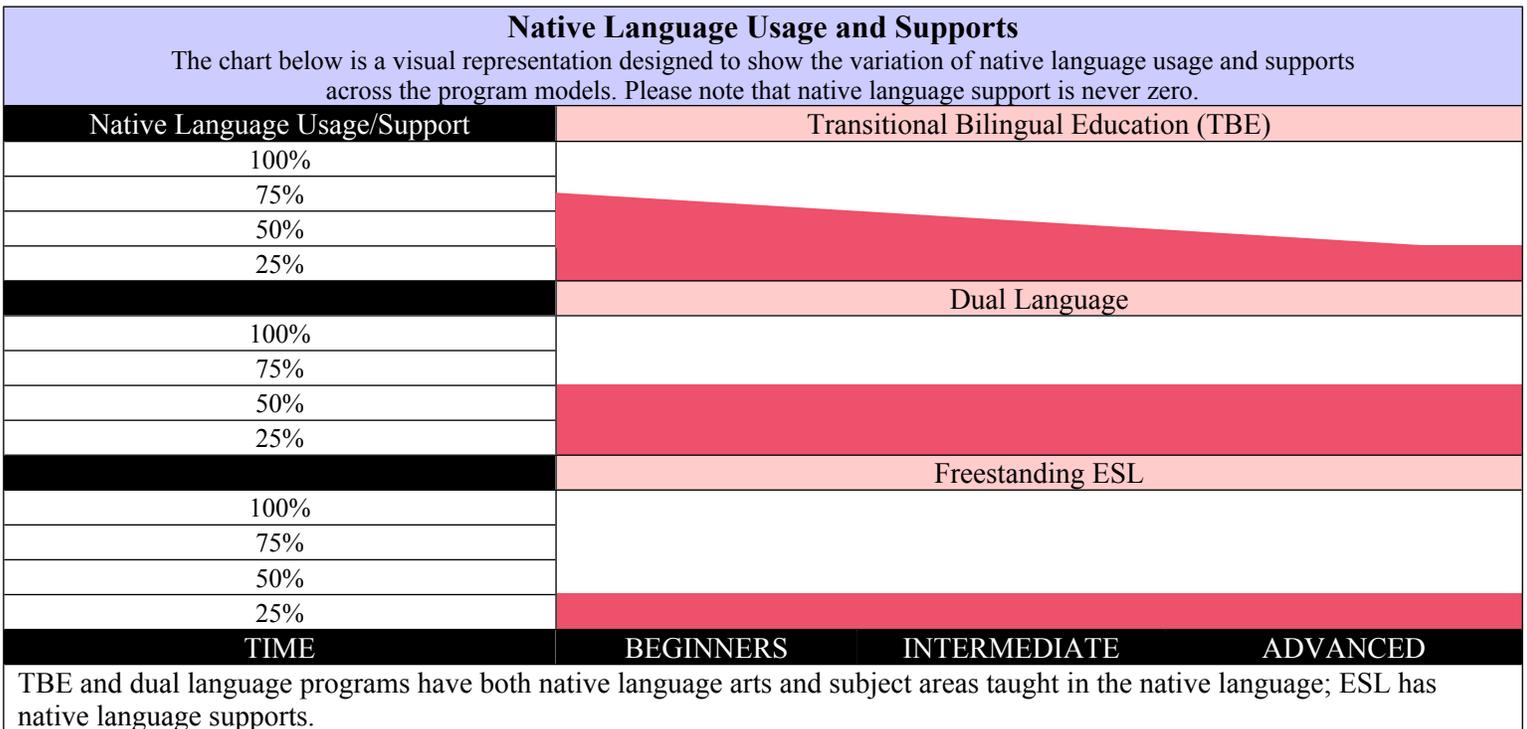
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	none			
Social Studies:	Yiddish			
Math:	Yiddish			
Science:	Yiddish			

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
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

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

B. Programming and Scheduling Information--Continued

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

8. 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).
9. 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.
10. This year we will utilize our high school ESL teachers to instruct self-contained classes that are largely grouped homogeneously. In addition, we will offer professional development and support for teachers who push-in to co-teach in content area classrooms.
11. A widespread push-in approach to ESL in high school has been discontinued because of challenges with continuity of instruction. A self-contained model offers ELL students more consistent opportunities to become proficient because of a more routine and structured curriculum.
12. 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. ELLs also have the opportunity to participate in supplemental ESL / bilingual instruction after school and on Saturdays throughout the school year.
13. The instructional materials that are used are the Rosetta Stone computerized reading and language acquisition program, Keys to Learning textbooks and workbooks, RIGOR, Destination Math computerized program, Grammar in Action, QTEL strategies, in addition to graphic organizers, visualization and the Edge Program. Depending on their assigned teacher, some ELLs will have access to Achieve3000, an online literacy building supplement. Lastly, each ELL student periodically has access to one of seven iPad 2s that are equipped with apps to target language acquisition, literacy and Enlighs proficiency.
14. Two of the four ESL teachers speak Spanish. When they are servicing the ELLs in ELA, self-contained classes 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.
15. Yes, age and grade appropriate instructional material are provided to all ELLs.
16. 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. Incoming ELL students and their parents are also offered orientations whenever they enroll throughout the school year.
17. 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

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 and with regards to effective collaborative teaching. ESL teachers who are trained in QTEL, RIGOR, 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, and RIGOR. 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 Bound Initiative 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 NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							8	7	10	4	6	8	2	45
Intermediate(I)							5	9	10	10	6	21	5	66
Advanced (A)							10	11	6	7	4	6	2	46
Total	0	0	0	0	0	0	23	27	26	21	16	35	9	157

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							6	2	1	2	4	3	2
	I							7	5	2	5	1	7	9
	A							18	19	8	7	7	2	12
	P							9	5	17	12	9	5	12
READING/ WRITING	B							13	10	7	10	4	7	8
	I							13	6	10	10	10	5	21
	A							13	14	11	6	7	5	6
	P							2	1	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	19	11	1	0	31
7	17	11	0	0	28
8	19	18	0	0	37
NYSAA Bilingual Spe Ed	0	0	0	9	9

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	13		11		1				25
7	14		9						23

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	8		17						25
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	9		12		1				22
NYSAA Bilingual Spe Ed							1		1

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	31		3	
Integrated Algebra	31		1	
Geometry	13		0	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry	1		0	
Earth Science	6		5	
Living Environment	16		2	
Physics				
Global History and Geography	21		10	
US History and Government	28		13	
Foreign Language	19		17	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

Native Language Tests								
Test)	# 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
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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. Additionally, all students are assessed using either the Fountas and Pinnell or Bader reading assessments in ELA. Their writing is evaluated using a "cold-write" designed to assess the skills necessary for success at each grade level according to the Common Core State Standards.

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. A chart made by each teacher creates a visual representation of group strengths and needs across student groups. Patterns in this chart are used to guide the design of instruction and learning activities for each individual and group of students.

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). Again, in 2011-12 we have taken in 10 new students as of this report. Fewer ELLs are reaching proficiency in Reading/Writing than the number 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

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.

The school has not implemented a formal procedure for recording information about whether students took exams in English or their native language. Furthermore, since we no longer have access to the exams it is impossible for us to go back and manually tally these results. As such, the numbers reported in this section about last year's assessment results only report the numbers of student taking and passing the exam. This information was recorded in the English column.

A new supervisor of ELLS at Campos is designing a more comprehensive reporting system that will allow the school to report breakdowns by exam type in the future.

Part VI: LAP Assurances

School Name: <u>Campos Secondary</u>		School DBN: <u>14K071</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Howard Fineman	Principal		11/21/11
Eric Fraser	Assistant Principal		11/21/11
Nereida Pena	Parent Coordinator		11/21/11
Rolando Tiburcio	ESL Teacher		11/21/11
Marta Lopez	Parent		11/21/11
Jesse Cohen / ELA	Teacher/Subject Area		11/21/11
William Rittenhouse / SS	Teacher/Subject Area		11/21/11
Jenifer Hall / ELA	Coach		11/21/11
Greg Hargraves / Math	Coach		11/21/11
Patricia Knight	Guidance Counselor		11/21/11
Kathy Pelles	Network Leader		11/21/11
Maribel Torres	Other <u>Related Services</u>		11/21/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14K071 **School Name:** Juan Morel Campos Secondary School

Cluster: DSSI Cluster 01 **Network:** CFN 112

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

Part A: Needs Assessment Findings

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

In reviewing the HLIS form, filled out by newly admitted ELL students, we are able to monitor family language needs of incoming students. Additionally, during parent-teacher meetings and enrollment periods, we informally survey families about their preferred language of communication. We also run the RHLA and RPOB reports on ATS to keep current with our parents' language needs. Once we have identified the languages that parents need translation and interpretation in, typically Spanish and Yiddish, we identify personnel who are available to translate documents throughout the year, and interpreters who can support parents and staff in face-to-face meetings.

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

The results of our research revealed that our language needs are unchanged. Parents who are not proficient in English need Yiddish or Spanish translation and interpretation services. Parents who have these needs are informed of the availability of the school and city's translation and interpretation services. By going formally through the Office of Translation and Interpretation, or by utilizing school-based personnel who are available, these parents are assured in writing, and in person, that we will make every effort to communicate with them in a familiar language. Faculty and staff are made aware of these opportunities for language assistance at the beginning of each school year, and prior to major events that require parent interaction, i.e. parent-teacher conferences, class celebrations, etc.

Part B: Strategies and Activities

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

All mailings and handouts for parents will be translated prior to distribution. Using either the Office of Translation and Interpretation or our own school-based personnel, every piece of mass communication will be translated prior to distribution. Parents will be given access to their choice of languages in each case. For example, an agenda at a PTA meeting will be set out in each language.

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.

Oral translators are made available at face-to-face meetings. When we anticipate a high degree of need we seek the support of translators from the Department of Education. On most occasions, one of the many bilingual adults in our building offers the necessary support to parents who speak a language other than English. We have leveraged tax levy funding to pay one of our bilingual guidance counselors to perform in-house translation services as needed. When she is not available, we seek outside support with translation from the Department's office.

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 are notified of their rights to translation and interpretation services in four ways. 1) Parents are provided with a copy of the Bill of Parent Rights and Responsibilities upon enrollment of their child. 2) Signs announcing parents' rights to translation and interpretation are posted at school entrances and in the main offices. 3) The safety plan accounts for parents' language needs and ensures that they will be able to locate and access the main offices. 4) Parents will have access to computers at the school from which they can access the Department's website and information about services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Juan Morel Campos Secondary	DBN: 14K071
Cluster Leader: Carrinne Rallo-Anselmi	Network Leader: Kathy Pelles
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 227 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In an effort to help our ELL students overcome the additional challenges that they face as learners of English, we offer tutoring after school, twice a week for one and a half hours a session, and on Saturdays for three hour sessions. These tutoring sessions are taught by licensed ESL and bilingual educators and target support in the mastery of English, as well as the major content areas. Since each ELL student has unique content strengths, we offer separate sessions for each content area - math, social studies, science, etc. The teachers offer support in the students' native language, Spanish, and utilize content area resources and language acquisition supports. These sessions are an extension of the work students do during their regular school day. This supplemental program will take place throughout the school year, each subject area being offered at a different time.

The Saturday program is scheduled to run for 24 sessions. 190 ELL students were invited to attend and range in proficiency levels from beginner to advanced (MS= 21 beginners, 31 Intermediate and 39 advanced; HS = 27 beginners, 46 intermediate and 22 advanced) The sessions are lead by 2 ESL teachers on Saturday mornings from 9:00-12:00.

The afterschool program is offered for high school students in grades 9-12. The instructors are comprised of 1 ESL, 1 bilingual foreign language, and 1 bilingual special education teacher. 79 students were targeted for support in Algebra(10 beginners, 9 intermediate and 6 advanced), 41 in Global History(3 beginners, 11 intermediate and 7 advanced) and 30 in US History(6 beginners, 6 intermediate and 3 advanced). The sessions take place on Tuesdays and Thursdays from 3:00-4:00 pm.

Teachers in both programs actively use Achieve 3000 to support the literacy needs of participating ELL students. Achieve 3000 is an online literacy program that provides students with daily literacy activities that they can access from any computer with internet access. The funding is also utilized to purchase apps for iPads that students use to develop literacy, and Spanish-English handheld translators which assist students in their writing and speaking activities.

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here:

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 2011-2012 school year, we will continue to use the RIGOR program (Levels 1 and 2). In addition, we are continuing to pay for access to the Achieve 3000 program which offers our students online literacy support. Teachers will continue their work with the Achieve 3000 program support personnel throughout the school year. Achieve 3000 will reach approximately 100 of our ELLs throughout the school community.

Members of the ESL department will meet for monthly meetings with other teacher responsible for teaching literacy (namely, special education and ELA instructors). A network support person will visit our school weekly to continue supporting teachers in their efforts to build capacity as ICT ESL instructors. Teachers who continue to push-in to classrooms will be given numerous opportunities in these weekly visits to learn about the effective practices of collaborative teachers. Lastly, to support teachers as they take on self-contained ESL classes, we will seek schools that have already established this model to utilize as partners. When possible, we will send our teachers to these schools for inter-visitations and classroom observations in an effort to help them identify, borrow and implement effective practices for their own ESL instruction.

Part D: Parental Engagement Activities

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

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

Begin description here: In addition to mandated events such as parent orientations, we offer frequent communication with parents in their native language. All mailings and other mass communications are translated, usually by our bilingual counselor or parent coordinator, to Spanish and/or Yiddish when applicable.

Part D: Parental Engagement Activities

We invite the parents of ELLs to workshops during parent-teacher conferences. During these sessions we explain current school policies, grading practices, extracurricular programs and graduation requirements in their native language. We also invite parents of ELLs to celebrations and award ceremonies at the conclusion of our Saturday and after-school program. These celebrations and informational sessions are lead by one of the bilingual instructors from the program and/or other bilingual professionals in the school community.

Part E: Budget

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

Allocation Amount: \$25700

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 	\$25,565.76	- 1.5 hours of per session 2 times per week for 3 bilingual teachers to support ELL high school students after school: 252 hours x \$50.06 per hour (current teacher per session rate) = \$12,615.12 - 3 hours of per session 1 time per week for 2 ESL teachers to support ELL students in literacy on Saturdays: 168 hours x \$50.06 hour (current teacher per session rate) = \$8,410.08 -1.5 hours of per session 2 times per week for 1 supervisor after school : 80 hours x \$52.39 per hour (current supervisory per session rate) = \$4,191.20 - 3 hours of per session 1 time per week for 1 supervisor on Saturdays: 80 hours x \$52.39 per hour (current supervisory per session rate) = \$4,191.20
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 	\$134.24	Apps and covers for iPads that ELL students use during regularly

Part E: Budget

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

Allocation Amount: \$25700

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		scheduled classes and during extracurricular sessions afterschool and on Saturdays.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$25,700	