



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K071

PRINCIPAL: ERIC FRASER

EMAIL: EFRASER4@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Eric Fraser	*Principal or Designee	
Keith Miller	*UFT Chapter Leader or Designee	
Paulette Wright	*PA/PTA President or Designated Co-President	
Patricia Graham	DC 37 Representative, if applicable	
Eric Vazquez	Student Representative	
Pamela Amigon	Student Representative	
Wilson Espinal	Student Representative	
Alan Cruz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Michael Simone	Staff/Elected UFT	
Denise Martinez	Staff/Elected UFT	
Patti Sirulnick	Staff/Elected UFT	
John Gitto	Staff/Elected UFT	
Dohery Barrow	Staff/Elected UFT	

Samantha Gardner	Elected Parent	
Marilyn Vasquez	Elected Parent	
Stephanie Clauden	Elected Parent	
Candida Mejia	Elected Parent	
Ruth Colon	Elected Parent	
Carolyn Diaz	Elected Parent	
Areline Pinero	Elected Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school makes efforts to build leadership capacity through grade team leaders, inquiry team leaders and professional development led by principal, assistant principal, AUSSIE consultants and teachers as well as through the network. The resourceful Arts department coordinates outreach to a site-based elementary school and its own middle school to encourage interdisciplinary integration the arts. However, there is not abundant evidence that efforts to further develop leadership is part of a purposeful plan, thus the development of effective key leaders in the school is currently limited,”(2011-12 Quality Review, p. 6)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

10 staff members will be identified as leaders in different disciplines and content areas and will receive at least 15 hours of leadership training and experience throughout the school year. These staff members will lead inquiry teams, data analysis, grade teams, and Common Core State Standards alignment work. These staff members will receive PD on effective facilitation of meetings, data collection and analysis techniques, protocol implementation, CCSS unit development, and effective application of the inquiry process.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Data Committee (2 supervisors, 10 teachers, 15 hours) – February through June 2013

The Data Committee will be comprised of teachers and supervisors who are instructional leaders in the school community. These key staff members will meet for 15 hours in the Spring semester (paid with per session) to examine school wide data, identify needs and strengths for sub groups, propose

action plans for these groups, and assess the impact of action plans. The effectiveness of this initiative will be measured by the number of action plans produced, and the amount of change we observe in the number of students passing Regents, achieving 10+ credits, and remaining “on track” to graduate.

Despite over half of the students in JMCSS carrying the SWD or ELL label, only a small fraction of each cohort graduating in four years carries either of those labels. There is an abundance of summative data about the performance of these sub groups, but currently, the school lacks an organized system for targeted intervention. The creation of a data committee will begin to systematize informed interventions for these subgroups of students. Per session funding will be used so the committee can meet and grow their skills. It will be comprised of staff leaders from a variety of subject areas and grade levels. These key players will build skills as data analysts through workshops on using Microsoft Excel, review summative and formative data reports about sub groups to set goals and design action plans, and recommend instructional interventions for colleagues in key subject areas.

The timeline for the Data Committee is as follows:

- February – Committee meets to review Excel basics, analyze summative data points, set achievement goals, and prepare reports for teachers.
- March – Committee meets to build Excel skills, review sub group data, design action plans, and recommend tailored instructional interventions.
- April - Committee will review interim assessment data, assess intervention effectiveness, and recommend additional assessments.
- May – Committee will report about impact of interventions, share progress to goals, set final goals for June achievement measures, and prepare final report to staff.

Additional opportunities for developing mid-management leadership skills include:

- Monthly grade team leaders (6 teachers and principal) meetings facilitated by the principal (September-June),
- Monthly inquiry team leaders (6 teachers and principal) meetings facilitated by the principal (September-June),
- CCSS Instructional Leads (5 teachers) meetings and professional development throughout the school year (October-June),
- College Awareness Committee meetings bi-monthly (July-June),
- Monthly department meetings facilitated by lead teachers (September-June),
- Monthly meetings with PTA President and Parent Coordinator to guide family engagement efforts (January-June), and,
- Monthly meetings with UFT Chapter Leader and Paraprofessional Representative (January-June).

Budget and resource alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants X Other-describe here: SWP Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I Priority/Focus School funding will be allocated for teacher and supervisor per session to support the Data Committee (2 supervisors, 10 teachers, 15 hours each) as follows: February-June, 1 Saturday per month, 3 hours per meeting.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“An abundance of summative data, including course grades, State assessments, attendance and suspension data, facilitates the identification of a clear overview of the school’s strengths and needs. This analysis revealed the need for a focus on high leverage standards across the content areas,” (2011-12 Quality Review, p. 3).

“Refine the use of the school’s common grading policies and tools to capture meaningful diagnostic feedback from carefully crafted rubrics. (2.3)...The school leader and staff understand the need for consistent grading policies and practices and considering these actions is an important first step the school has undertaken. However, until this initiative gains greater traction, the school’s ability to best capture meaningful student performance trends that will inform instruction and curriculum across the school is limited,” (2011-12 Quality Review, pp. 6-7).

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input type="checkbox"/> 3.2 Enacted curriculum	<input checked="" type="checkbox"/> 3.4 Teacher collaboration
<input checked="" type="checkbox"/> 3.3 Units and lesson plans	<input checked="" type="checkbox"/> 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Students will experience two (2) Common Core aligned units of study in each of the four (4) major content areas during the school year. 70% of students will improve proficiency levels on the key literacy and math standards outlined in the Citywide Instructional Expectations.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Per session for CCSS unit alignment (30 teachers, hours) – February through June

There are teachers in all subject areas and grade levels who support SWDs and ELLs that are not in team teaching settings. These teachers

need professional development regarding scaffolds and supports for students as they align their curriculum to the CCSS and the Citywide Instructional Expectations. Per session funds will be leveraged to work with 30 teachers on CCSS unit design and alignment, with a focus on scaffolds and supports for SWDs and ELLs. Additionally, teachers are expected to focus their unit design on key standards outlined in the Citywide Instructional Expectations. A portion of the hours will be committed to large group professional development, while the remainder will be flexible to allow teachers to collaborate and work on unit development independently.

Per session for team teachers (20 teachers, 15 hours) – February through June

Per session funds will be also be allocated to provide team teachers with guidance and time to build more effective co-teaching models. Team teachers are currently assigned to serve both SWDs and ELLs. These teachers have limited time during the school day to meet so per session funds will be utilized to allow teachers access to one another outside of the contractual school day. Teacher teams will be provided with student achievement data by the administration and/or Data Committee and will set baseline, benchmark, and summative goals for the remainder of the school year for their students. Additionally, these teachers will be provided with professional development regarding effective instructional practices to improve outcomes for SWDs and ELLs in team teaching settings.

The expansion of teaming is a new initiative in our school community. We have increased the number of courses taught using the ICT model, ESL teachers collaborate and co-teach with content specialists with increasing frequency, and all teachers are members of teams (both grade and departmental) which require additional time and focus. While our grade and department teams focus their work and goal setting on all students, our co-teaching partnerships are able to zero in on students with disabilities and English language learners in the same fashion. Team teachers, especially those who serve SWDs and ELLs, will engage in guided professional development to improve instructional practices. Additionally, teams that have limited/no common planning time during the school day will be supported with per session opportunities, before or after school and on the weekends.

Teachers applying for the per session opportunity as team teachers will attend a 2 hour mandatory orientation on a Friday afternoon in February. Additionally, they will submit artifacts of their collaborations for the remaining 13 hours which will be used flexibly depending on the availability of the team members. These funds will be allocated for the spring semester, February-June 2013.

To increase the rigor of instruction, and access to college preparatory coursework, two additional Advanced Placement courses will be offered. These additions, one in science, one in social studies, will expand our school's list of AP courses from three to five. Funding will be allocated to support teachers in the necessary College Board provided training which will assure that their courses are certified when implemented.

Lastly, Title I Priority funding will be set aside for curriculum and staff development to fund a partnership with 2 coaches from AUSSIE, one in ELA, one in Mathematics. These coaches will support the development and implementation of CCSS-aligned units of instruction throughout the school.

Additional opportunities for improving alignment and effectiveness of instructional practices include:

- Inquiry teams meet every two weeks during the school day to examine student work and explore instructional modifications, revisions and supports to better improve student learning across grade levels (September-June),
- Identification of CCSS Instructional Leads to support instructional modifications in each of the content areas (October-June),
- Network support in literacy instruction is focusing teachers attention on high leverage standards for improved student achievement progress,(4 workshops, September-February), and,
- Teachers in multiple content areas attend 4 session Lab Site Initiative inter-visitations to observe exemplary instruction in our Network (September-June).

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants X Other-describe here: SWP Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I Priority/Focus School funding will be allocated for teacher and supervisor per session to support the Team Teachers meetings and professional development (20 teachers, 15 hours) – February through June, one 2-hour orientation session on a Friday in February, and two 1-hour follow-up sessions (midway and at the conclusion of the program).

Title I Priority/Focus School funding will also be allocated for teacher per session to support all teachers as they design and implement CCSS-aligned units of study. From February-June 2013, 30 teachers will have the opportunity to collect per session for 10 hours of this work.

Title I Priority/Focus School funding will be allocated for a contract with AUSSIE which will provide 66 teachers with 9 full-day visits from an AUSSIE Math or AUSSIE ELA coach. This will appear as curriculum and staff development, Pf Supporting Great Teachers.

Title I Priority/Focus School funding will be allocated to cover the cost of a College Board Advanced Placement training program for two teachers. Each teacher will receive 40 hours of training in an approved College Board Advanced Placement course. These funds will appear in Curriculum and Staff Development as Pf Supporting Great Teachers.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Regarding instructional practices “Teachers have clearly discussed a school-wide belief system, however evidence across classrooms reveals a disconnect between the agreed beliefs and systemic practice,” (2011-12 Quality Review, p. 6).

“Expand professional development opportunities for teachers to discuss their practice, with dedicated focus on the link between teacher practice and student work, (4.3)” (2011-12 Quality Review, p. 6).

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Instructional supervisors (Principal and 3 APs) will provide 3-7 rounds of formative feedback to content area teachers using components of the Danielson Framework. 50% of teachers will improve their performance levels on key Danielson components (1e, 3b, and 3d) over the course of the school year. For example, a teacher will move from developing to effective for 1e or ineffective to developing for 3d.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

In order to improve instructional practices and strategies, the school will offer teachers feedback, professional development, and collaborative opportunities to highlight effective practices in the school community. Using the Danielson Framework, administrators will provide teachers with numerous opportunities to reflect on, and improve, their practices through targeted, formative assessments of instruction. In addition to supporting teachers with formative feedback about specific components of instruction, administrators will engage in formal observations of lessons to give teachers recommendations and commendations about their entire instructional approach. As the year progresses, administrators will use trends from their observations to target professional development opportunities for individuals and groups of teachers. Growth in key areas outlined in the Citywide Instructional Expectations will be a core focus of this work from September

until June.

Also, as mentioned in Goal #2, teachers will be offered per session funds to plan for classes where co-teaching is in place, and for their work in aligning units of study to the Common Core State Standards. In addition to those initiatives, teachers will receive feedback and be provided with opportunities for growth in the following ways:

- Curriculum maps revised to reflect Common Core alignment are developed, revised, and updated. Per session funds are used to compensate teachers for collaboration and planning after the school day and on weekends. (September 2012-May 2013)
- The school Data Team provide assistance to teachers in collecting, analyzes and utilizing data. (January 2013 June 2013)
- The School's Data Specialist shares achievement data reports with teachers and teams to help target interventions and action planning. (Sept. 2012-June 2013)
- Teachers establish baseline data through standardized citywide and teacher developed diagnostics, and previous year's summative assessments to set goals for their classes and subgroups of students. (Sept 2012-Nov 2012)
- Disaggregated student records are kept showing progress for all students, including students with disabilities and English Language Learners. (Sept. 2012-June 2013)
- Tracking tools are used in core subject areas to monitor individual progress of all students, including students with disabilities and English language learners. (September 2012-June 2013)
- Grade level and department inquiry teams review student work and adjust instructional practices accordingly. (September 2012 – June 2013)
- Technology integration allows students to engage in learning in a variety of ways. (Oct 2012-June 2013)
- Expanded Learning Time allows for targeted intervention in key subject areas for all students. (Feb 2013-June 2013)
- Team teaching provides additional support for students with disabilities and English Language Learners. (September 2012-June 2013)

Additionally, the school will purchase 50 site licenses on APEX which is an online/blended learning program. APEX will allow students who did not succeed in a traditional classroom setting to have an alternative path for credit accumulation. Additionally, APEX requires the supervision of a licensed teacher. These teachers can use the course to supplement their regular in-class instruction for students enrolled in an APEX course(s). A student using a site license can enroll in as many courses as he/she needs, and, when that student no longer needs the site license it can be turned over to another student in need.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants X Other-describe here: SWP Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title I Priority/Focus funding is used to support collaboration of teachers in Common Core curriculum alignment (30 teachers, 10 hours each, February-June, and data utilization (10 teachers and 2 supervisors, 15 hours each, February-June). Specifically, these funds will be allocate as

teacher per session and supervisor per session to support the hours just outlined.

- Tax levy funding is used for programmatic interventions, including targeted academic interventions in middle school mathematics and English Language Arts and teams of teachers are programmed to meet by grade level.
- Tax levy and Priority/Focus funding supports professional development initiatives (2 teachers will receive Advanced Placement course certification, and 2 instructional coaches will spend 20 hours in the building supporting instruction).
- Title I Priority/Focus funding will be allocated for Educational Software, Pf Academic Intervention Services, to purchase 50 site licenses for APEX which is an online/blended learning tool.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

On the 2011-12 Learning Environment Survey, teachers and students provided the lowest scores for the “Safety and Respect” categories, with scores of 6.9 and 6.3 respectively; also there was an overall decrease in this score, leaving the school’s average of 6.9 below the city average of 7.4.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

- The number of suspensions for classroom incidents will decrease by at least 25% from last year’s total of 275 by the end of this school year. Additionally, staff and student perceptions of building safety will improve on the Learning Environment Survey. For example, more staff and students will “strongly agree” or “agree” with the statement “I feel safe at my school.”

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

A major initiative in the school community is to improve the school culture and tone. With a more welcoming school environment, we should see attendance levels, and perceptions of safety both rise. A major part of this initiative is the incorporation of Positive Behavioral Intervention Systems (PBIS), which is currently in its third year of implementation.

The PBIS Primary Team, which includes: selected MS and HS teachers, deans, counselors, secretaries, PTA, Parent Coordinator, School Safety and an administrator. Secondary and Tertiary teams are responsible for carrying out initiatives designed by the primary team and consist of: MS and HS teachers, social workers, counselors, deans, intervention staff, and community mental/psychological establishments. Together, all PBIS team members are will ensure that we:

- Plan the next stages of PBIS for Juan Morel Campos Secondary School.
- Create the secondary and tertiary teams and responsibilities.
- Create the school wide curriculum topics for 2012-13 and 2013-2014 school year.
- Implement the next stages of PBIS for Juan Morel Campos Secondary School, including instructional and rewards activities.
- Develop the primary team meeting schedule.
- Maintain communication with Cougar Dollar Supervisor (reward system).
- Maintain communication with counselors, teachers, deans, pupil accounting secretary and administration.
- Maintain meeting minutes and document all plans for complete transparency.
- Perform midyear and end-year evaluations and assessments in classrooms.
- Analyze suspension and attendance data for future planning of school wide PBIS behavioral lessons and reward systems.
- Adhere to our 3-5 year implementation period planning.

In addition, Priority/Focus funding will be used to implement an Extended Learning Time program for students. The purpose of this will be to support students' academic and social-emotional needs. On Tuesdays, Wednesdays, and Thursdays from February-June teachers will be paid per session to provide students with an additional hour and forty-five minutes of instruction and club/activity time. These two initiatives will support students' learning and social-emotional development needs. Priority/Focus funds will be used for 26 teachers and 1 supervisor for 84 hours between February and June to support this work.

Additional opportunities for improving safety and perceptions of the school environment include:

- Monthly meetings with key stakeholders and the principal to share challenges and create action plans (September - June), and,
- Monthly building leaders meetings to address safety issues and challenges in the physical plant (September – June).
- Celebration and recognition events for students who are “On a Roll” or that make the Honor Roll.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants X Other-describe here: SWP Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Using Title I Priority/Focus funding, the PBIS team of 1 supervisor and 6 teachers will meet for 10 hours over 5 Mondays to coordinate, plan, and implement the next stages of this program in our school community. Title I Priority/Focus funds will be allocated to cover 10 hours of Supervisor per session of the PBIS team's work. Additionally, 6 teachers will receive 10 hours of Teacher per session for this work using these funds.
- As mentioned above, the ELT program will be run by one supervisor and 26 teachers, all offered 84 hours of per session to support 200 students' in an after-school program targeting social-emotional and academic needs. Title I Priority/Focus funds will be used to pay for 84 hours of Supervisor per session for the Pf Expanded Learning after-school program. Additionally funding will be allocated in teacher per session to cover 13 teachers who will work 84 hours and 13 teachers who will work 36 hours between February and June 2013.

- **Title I Priority/Focus funds will be set aside in Supplies-General, Pf Expanded Learning Time, to fund supplies for the Expanded Learning Time program. To successfully implement these courses and activities, teachers will need paper and other basic instructional supplies covered by this allocation.**

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Increase opportunities to engage families and students in progress toward school goals and include parents in important school activities so that they are partners in the school-wide effort to improve student achievement, (2.4)” (2011-12 QR, p. 6).

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

In addition to Parent-Teacher Conferences, there will be at least 4 additional opportunities for families to visit the school and attend workshops where they will learn how to support their students’ academic, social, and emotional development.

and

Daily attendance rates will increase to 95% in the middle school and 85% in the high school.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The PTA and Parent Coordinator will collaborate with teachers to offer workshops for parents throughout the school year. Workshops will be offered at each of the Parent-Teacher conference events, and in February and March. These workshops will focus on topics that can assist parents in supporting their children at home socially, emotionally, and academically. Topics will include cyber safety, bullying, preparing for college, having tough conversations, resume writing, and preparing students for academic success at home. In addition, parents will be offered ongoing support with interpreting key documents and systems like transcripts, online grading systems, and CCSS-aligned assignments. Parent Engagement funds

will be used to pay 10 staff members who organize, plan, and lead workshops for parents and families on four dates in the Spring semester. These are in addition to workshops already planned for Parent-Teacher conferences. The first pair of workshops will take place in late February and early March, and the second pair will take place in May. These workshops will address issues such as cyber-bullying, preparing for college, supporting CCSS instruction at home, etc.

In addition to the workshops, funding will be used to pay for postage to improve school-family communications. Postage will be used to increase the frequency of mailings sent home to families. These mailings are crucial for keeping families up to date on information about their son/daughter, opportunities for family involvement, and additional supports for parents and students outside of the school building. Additional parent engagement funding will be used to purchase updated technology for our parents to access in the PTA and Parent Coordinator's offices. New computers and printers will provide our families with access to free internet and word processing services to support their needs.

In order to ensure that all of our students continue to be included in our welcoming environment, an Attendance Outreach Program has been implemented to monitor and ensure high levels of student attendance. The program will run from December – June and Priority/Focus per session funding will be allocated for staff members involved in the initiative. The responsibilities of this team are as follows:

- Using attendance data, including cut sheets, official attendance logs, 5 and 10 day ATS reports, 407 reports, CAASS reports and RDAL reports, the team will call every parent/guardian to notify parents/guardians about their child's attendance and to make appointments to meet with the appropriate guidance counselors to outline a specific plan to improve the child's attendance.
- Staff members involved will document time and action taken next to students' names on lists to monitor effectiveness of different interventions.
- Maintain communication with counselors, teachers, deans, pupil accounting secretary and administration (re: progress of calls).
- The Attendance Team will meet weekly to review all attendance data and success of the Attendance Outreach Program. Minutes of these meetings will be distributed to the entire school for complete transparency and knowledge. The Attendance Team is comprised of teachers, counselors, programmer/testing coordinator, assistant principal, pupil accounting secretary, deans, CIT, data specialist, parent coordinator, social worker (and is open for anyone else who is interested and/or available to attend).

Additional initiatives, actions, and programs that will improve perceptions that our school is a welcoming environment are:

- The third year programming of our PBIS initiative (September – June),
- The expansion of our College Bound Initiative counselor's role to impact students' college readiness experiences on all grade levels (September-June), and,
- The rearrangement of offices to improve exposure of Parent Coordinator to families that visit the building (January 2013).

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants X Other-describe here: SWP Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Parent-Teacher Conferences and workshops take place in October and March. Supplemental workshops mentioned above are scheduled for February and March

The Attendance Outreach team will meet as follows:

Thursday evenings- 4:30 pm - 6:30 pm:

February 7, 21, 28...March 7, 21, 28...April 11, 18, 25...May 2, 9, 16, 23, 30...June 6

Thursday mornings - 7:00 am – 8:00 am:

February 7, 21, 28...March 7, 21, 28...April 11, 18, 25...May 2, 9, 16, 23, 30...June 6

Title I Priority/Focus funds will be used to pay for teacher and supervisor per session to conduct evening and morning attendance outreach. 1 supervisor and 4 teachers will be allocated 30 hours of per session each, and 2 additional teachers will be allocated 15 hours to conduct attendance the outreach efforts. These staff members will make phone calls and/or home visits to students and families with poor attendance.

Title I Priority/Focus funds will be set aside in Non-Contractual Services, Pf Parent Engagement, to cover the cost of postage for monthly mailings in the Spring of 2013.

Additionally, Title I Priority/Focus funds will be set aside in Supplies-General, PF Parent Engagement, to cover the cost of 3 computers and 2 printers to be used in the PTA and Parent Coordinator's offices.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA (320 students)	Supplemental reading and writing strategies and instruction	Smaller class sizes	During the school day
Mathematics (320 students)	Supplemental content and skills instruction	Smaller class sizes	During the school day
Science (320 students)	Supplemental content and literacy strategies instruction	Smaller class sizes	During the school day
Social Studies (320 students)	Supplemental content and literacy strategies instruction	Smaller class sizes	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) 46 students	Mandated at-risk counseling	One-on-one and group sessions based on IEP	During the school day, scheduled appointments

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Recruitment efforts at the school include:

- Administrative presence and outreach at NYC DOE organized hiring fairs,
- Recruitment outreach to local teacher preparatory programs (Brooklyn College, Hunter College, and Teachers College at Columbia University), and,
- Recruitment from pools of teachers with proven records of growing effective teachers (New York City Teaching Fellows and Teach for America).

When programming students for classes each semester, the school administration and master programmer seek to match all students with Highly Qualified Teachers in each of their classes. Furthermore, teachers are matched to classes based on their expressed preferences, to whatever extent possible, every semester. The school also sets aside money in the budget to fund certification for teachers who are asked to teach courses out of their professional licensing areas. Thankfully, this has not occurred in recent years. Were the school to find itself with a shortage of HQTs, the HQT money set aside in the budget would be offered to teachers who needed additional certification.

School leadership also seeks ongoing professional development opportunities to retain and support all teachers in the school. NYC DOE Network staff offer full-staff, group, and individual professional development opportunities on a variety of instructional topics and content areas. Additionally, the school leverages existing staff members as instructional leaders who share expertise with their colleagues through structured professional development during the school day. Lastly, the school leadership allocates funds to ensure that teachers have access to coaches in literacy and mathematics throughout the school year.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) 14K071

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 14K071. 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. Juan Morel Campos Secondary 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;

Juan Morel Campos Secondary 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Juan Morel Campos Secondary School (14K071), 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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%
------------------------------------	------------	----------------------	------------	---	---------------

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

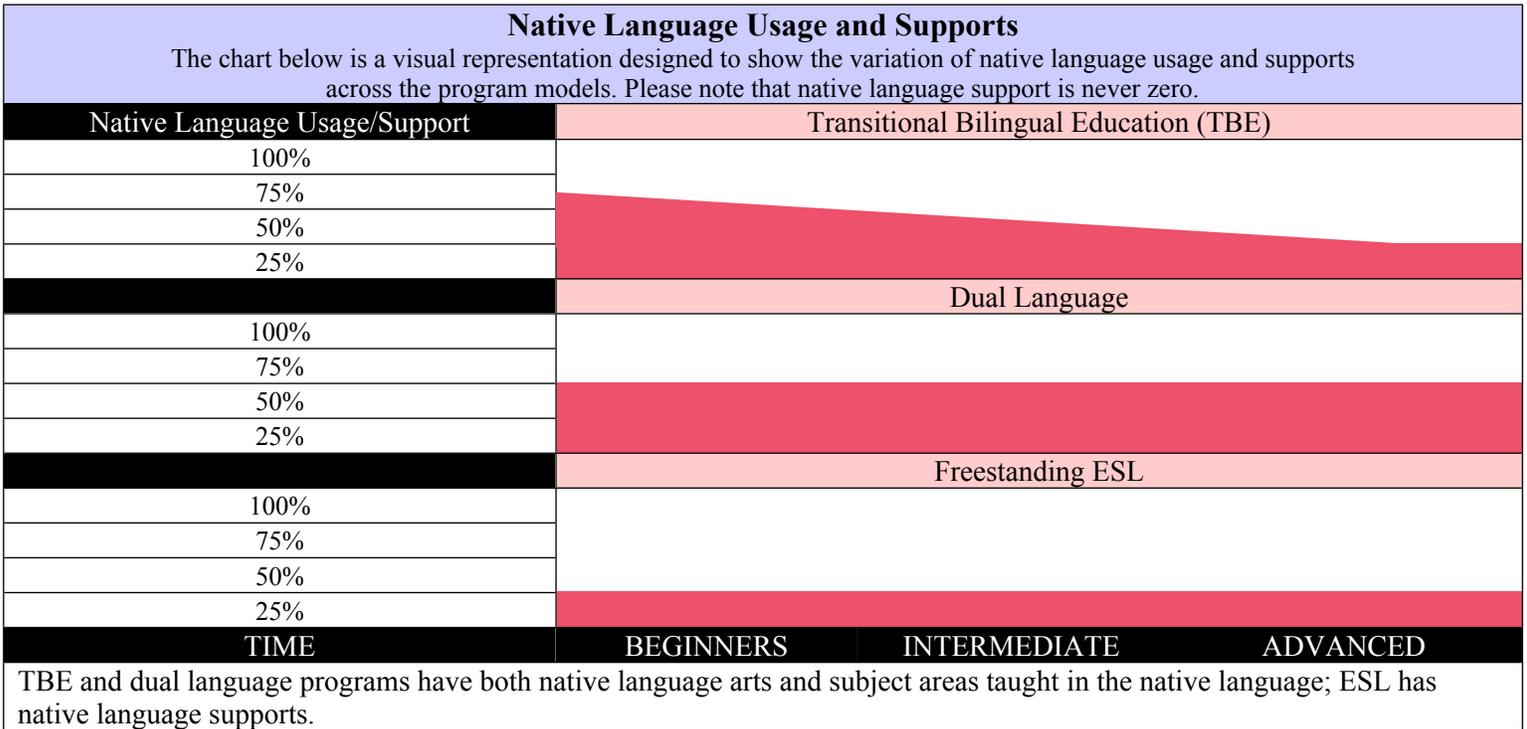
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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

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 (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All teachers who service ELL students receive professional development in differentiated instruction within the classroom 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
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	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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 hlep organize their ideas logically and clearly (i.e., a beginning, middle and end) that will keep them on task when writing. They will learn how to include story elements (i.e., setting, character, plot, problem, solution, etc.) to help plan and tell a story. They will learn how to write details and examples to support their ideas and feelings using specific and relevant examples. The Native Language is used to support instruction after school and on Saturdays. Also ELLs are given glossaries, word-to-word translation dictionaries, native language books, etc. An ELL Inquiry Team is also identifying students who have not made sufficient gains on the NYSESLAT and ELA examinations.

5. N/A

6. We evaluate the success of our programs for ELLs by analyzing the students' individual progress in all four modalities. Also, we analyze the movement of ELLs from beginner to intermediate, from intermediate to advanced and from advanced to English proficiency. The movement of ELLs from Level 1 to Level 2, from Level 2 to Level 3 and from Level 3 to Level 4 in the ELA and Math examinations is also reviewed. Finally, the results of all Regents examinations, including the ELA Regents, are reviewed. Based on these analyses teacher instruction in ELA and in the content areas, including ESL instruction (push-in and pull-in) is modified and differentiated to focus on the areas where each of the ELLs are having more difficulty.

Additional Information

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

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: Campos Secondary

School DBN: 14K071

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Juan Morel Campos Secondary	DBN: 14K071
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 207
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers:

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:

ELLs served at Juan Morel Campos Secondary School struggle to perform at the same performance levels on standardized assessments as their non-ELL peers. Thus, the Title III after-school program and Saturday academy offer our ELLs additional instructional time in the content areas that challenge them most - ELA/Literacy, Global and U.S. History, and Integrated Algebra.

Our Title III program will target all middle school ELLs for literacy support and intervention. Beginners will receive the most intensive support when measured by time. High school students will receive support in the content areas where they are scheduled to take/re-take Regents exams at the end of the school year. Thus, as a general rule of thumb, ninth graders will be targeted for support in Algebra, tenth graders in Global History, eleventh graders in U.S. History, and twelfth graders in any subject area where they have previously failed.

The Tuesday-Thursday after school program and Saturday academy will run from late November until June. There will be 17 weeks of the Tuesday-Thursday program, and 17 dates selected for the Saturday academy. The after-school program will run for 90 minutes a day beginning at 3:00 pm, while the Saturday academy will run for 3 hours, beginning at 8:30 am. Dates will be strategically chosen to best prepare students for exams, being mindful of vacation weeks, and the need for teachers to revisit available data to tailor their instruction.

Both programs will utilize a blended language model to support students' skills in their native language, while building English proficiency levels and content skills and knowledge. Teachers will utilize pre-existing resources to build their program. Textbooks and Spanish language supports (glossaries, dictionaries, translated texts, etc.) will be used in both programs.

The program will be supervised by licensed school administrator(s) who will be responsible for monitoring attendance, ensuring safety, monitoring curriculum implementation and classroom instruction, aggregating data for teachers to target their interventions, and presenting professional development opportunities to the teaching staff members. At this point in time, the Title III program is the only after-school/Saturday program in our building. If that changes, we will supervise this program with another per session pool of funds and reallocate the Title III supervisory funds for more resources, or hours of instruction.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: All 4 ESL teachers share the results of the Spring 2012 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) of the participating 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 2012-2013 school year, we will continue to use the RIGOR program (Levels 1 and 2). In addition, all participating teachers will meet twice during the program's duration to discuss student performance trends. The supervisor(s) of the program will provide teachers with relevant achievement trends and data to inform their instruction. Performance on past/mock Regents exams, the NYSESLAT exam, or middle school state assessments will be examined as teachers plan their supports and interventions for students.

Members of the ESL department will also 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 co-teaching 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.

At four moments during the program (December 20, February 21, April 9, and May 30), after school, 3:00 -4:30 PM, the supervisors will design professional development opportunities for teachers to a) review baseline data for instructional planning, goal setting, and target group identifications b) design interim assessments to check-in with student progress and realign curriculum, c) share best practices and interventions, and, d) assess progress and revisit goals for ELLs.

Part D: Parental Engagement Activities

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. During our Title III programs, instructors and supervisors will use attendance data to reach out to families of targeted students who are not in attendance.

We invite the parents of ELLs to workshops during parent-teacher conferences (February 27, 5-8 PM, March 2, 9-12 - parent fair with translation services included, workshops ranging from social and emotional needs to academic supports for ELLs, and March 14th & 15th- parent-teacher nights). 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. The parent celebration will take place on June 6th and 8th.

Part E: Budget

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

Allocation Amount: \$26396

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 	\$25,834.56	All monies will be used to cover the cost of per session for the 4 involved teachers and one supervisor. Thus, funding requires 17 weeks of per session, for three hours per week, for four teachers and one supervisor. This is true of both the Tuesday-Thursday and Saturday programs. Formula: Cost = # staff x per session rate x # sessions x duration sessions (hours) Tues/Thurs Program: Teachers = 4 x 50.19 x 34 x 1.5 =

Part E: Budget

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

Allocation Amount: \$26396

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>\$10,238.76 Supervisor = 1 x 52.52 x 34 x 1.5 = \$2678.52</p> <p>Saturday Program: Teachers = 4 x 50.19 x 34 x 3 = \$10,238.76 Supervisor = 1 x 52.52 x 34 x 3 = \$2678.52</p>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	N/A	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$561.44	Instructional materials including glossaries, native language content area materials and class supplies
Educational Software (Object Code 199)	N/A	
Travel		
Other	N/A	
TOTAL	\$26,396	