



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: JUAN MOREL CAMPOS SECONDARY SCHOOL

DBN (i.e. 01M001): 14K071

Principal: ERIC FRASER

Principal Email: EFRASER4@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

Network Leader: KATHY PELLER

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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	
Jose Torres Faith Diaz	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	
Jane Ritter	Member/ Teacher	
John Gitto	Member/ Guidance Counselor	
Dohery Barrow	Member/ Librarian	
Ruth Colon	Member/ Parent	
Carolyn Diaz	Member/ Parent	
Marilyn Vasquez	Member/ Parent	
Yanet Castelan	Member/ Parent	
Candida Mejia	Member/ Parent	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 14K071

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	778	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	100	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	133	# SETSS	26	# Integrated Collaborative Teaching	51
Types and Number of Special Classes (2013-14)					
# Visual Arts	36	# Music	30	# Drama	14
# Foreign Language	28	# Dance	10	# CTE	8
School Composition (2012-13)					
% Title I Population	76.6%	% Attendance Rate			86.4%
% Free Lunch	99.9%	% Reduced Lunch			0.0%
% Limited English Proficient	24.2%	% Students with Disabilities			27.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			16.2%
% Hispanic or Latino	79.6%	% Asian or Native Hawaiian/Pacific Islander			0.2%
% White	3.3%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.1	# of Assistant Principals			2
# of Deans	3	# of Counselors/Social Workers			5
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			6.1%
% Teaching with Fewer Than 3 Years of Experience	10.6%	Average Teacher Absences			5.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	4.2%	Mathematics Performance at levels 3 & 4			1.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			20.9%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	71.7%	Mathematics Performance at levels 3 & 4			35.2%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			48.1%
6 Year Graduation Rate	60.2%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<p>Last year's SCEP offered the school an opportunity to reflect on effective practices and identify those that needed to be revised or added to the school community to improve student social-emotional and achievement outcomes. Additionally, the organization of the template ensured that the school would balance its resources and energies across five important areas. Lastly, the SCEP challenged the school to set realistic goals that would help the entire school community to take part in and observe incremental progress.</p> <p>More specifically, a theme that ran through last year's SCEP was the importance of the inquiry process. The SCEP highlighted resources and activities which targeted the need to develop systems and structures for looking at, and responding to, student performance. The cycle of data collection, analysis, and action planning that is embedded in inquiry was relevant for most of the initiatives in last year's SCEP. Consequently, we have created multiple cycles of Inquiry, in which the collection and analysis of data allows us to engage in action planning processes to address clearly identified needs across our school. Whether it was the attendance outreach team, professional coaches, or teacher teams, the school worked to develop routines for looking at student performance – academic and social-emotional – and targeting or revising interventions based on impact and outcomes. Moving towards the 2013-14 school year, last year's SCEP and the resulting activities have highlighted the importance of using inquiry to change teacher practices across classrooms and to pursue an improved school tone and culture for all stakeholders.</p>			
Describe the areas for improvement in your school's 12-13 SCEP.			
<ol style="list-style-type: none"> 1. Increase teacher capacity to take on leadership roles. 2. Improve alignment of written and taught curriculum to the CCSS. 3. Provide teachers with 3-7 rounds of instructional observations to improve teacher practices. 4. Reduce suspensions by 10% (from 275 in 2011-12) and create a safer, more respectful school climate. 5. Increase student daily attendance to 90% and increase opportunities for parents to engage with the school community at family meetings and events. 			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
<p>Initiating programs mid-year made it difficult to build student and family interest in new routines and programs. Low attendance in extracurricular programs and at family events was compounded by the fact that many of the targeted student populations and their families (English language learners, long-term-absentees, overage/previously retained students, etc.) did not take advantage of the additional supports provided. Lastly, low family engagement made it difficult to engage parents in the development of the SCEP. A school of 800 students averages 6 parents at monthly PTA meetings and only 30-40% of parents show up for biannual parent-teacher conferences.</p>			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
<p>Our implementation was mostly successful, although the resulting gains did not always meet targets. All of the programs outlined in the SCEP were implemented, with varying degrees of impact and success. Because there were so many additional opportunities for staff members, we did not always achieve our targets for staff participation in different initiatives. This was due primarily to the amount of opportunities and limited time, not lack of interest. Interventions and programs developed in the SCEP process helped to improve attendance, task and curriculum alignment to the CCSS, and overall school safety as measured by suspensions. Additionally, it improved the impact of instructional supervision and teacher practice by aligning professional coaching with targeted school wide initiatives and goals.</p>			
Were all the goals within your school's 12-13 SCEP accomplished?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> X <input type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.			
<p>The goals we set were ambitious based on our identified areas of need. However, some goals, like attendance and suspension rates, improved from where they were at the time that funding was released to the school during 2012-13. The goals that were not achieved were more qualitative and foci for multi-year development. The school will continue to pursue instructional cohesion across classrooms, improved social-emotional outcomes, improved school culture for all, and higher rates of family involvement for many years to come. That said, the SCEP did help the school make positive strides in all of these categories during 2012-13</p>			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input checked="" type="checkbox"/> X <input type="checkbox"/> Yes <input type="checkbox"/> No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			

We anticipate that the school will continue to grapple with low participation and challenges around improving attendance in targeted supports by students and families that need these resources the most. Additionally, the limited human resources in the school community will make it challenging to fully implement all per-session activities. Lastly, we will have to balance our desire for long-term, deep transformation of the school's culture and tone with more short-term, measurable benchmarks that indicate we are moving in the right direction.

List the 13-14 student academic achievement targets for the identified sub-groups.

1. The Performance Index for students with disabilities (SWDs) in the middle school will equal or surpass the following values: 81 in ELA and 80 in Mathematics. MS SWD ELA PI improves at or above 81.
2. The Performance Index for all students in the middle school will equal or surpass the following values: 105 in Science.
3. The Performance Index for economically disadvantaged (ED) students in the middle school will equal or surpass the following values: 105 in Science.
4. The Performance Index for Hispanic students in the middle school will equal or surpass the following values: 102 in Science.
5. The Performance Index for all students in the high school will equal or surpass the following values: 116 in ELA and 83 in Mathematics.
6. The Performance Index for economically disadvantaged (ED) students in the high school will equal or surpass the following values: 116 in ELA and 83 in Mathematics.
7. The Performance Index for Hispanic students in the high school will equal or surpass the following value: 80 in mathematics.
8. The 4-year high school graduation rate will be at or above 50% for all students and economically disadvantaged students.
9. The 5-year high school graduation rate for all, Hispanic, and economically disadvantaged students will equal or surpass 58%, 57%, and 58%, respectively.

Describe how the school leader(s) will communicate with school staff and the community.

Through email, faculty conferences, individual or department conferences, monthly grade team leaders meetings, PTA meetings, "Breakfast with the Principal" events, student Town Hall meetings, and SLT meetings the school's leaders will solicit feedback and ideas from the school staff, students, and broader community.

Describe your theory of action at the core of your school's SCEP.

Our theory of action behind this SCEP is that if we commit resources (fiscal, human, time, and real) to specific growth needs of students and staff members then gains in achievement levels, social-emotional well-being, and professional capacity will all be realized. All of these outcomes will improve attitudes about the school's culture and tone for all stakeholders, as measured by increased attendance, greater parental involvement, and higher NYC School Survey results.

Describe the strategy for executing your theory of action in your school's SCEP.

In order to execute this theory, we have consulted different stakeholders (parents, students, staff, coaches, partners, and school leadership) during the SCEP's development, peer reviewed drafts, and aligned each section to our larger mission, vision, and theory of action.

List the key elements and other unique characteristics of your school's SCEP.

Our SCEP is designed to expand learning time for staff and students, enrich our academic programs with the help of our outside partnerships, build our school's instructional, leadership, and social-emotional management capacities, provide sustainable opportunities for our staff to engage more of our students and parents more of the time, and meet the many needs of the population that our school community serves.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Frequent check-ins and monitoring by the leadership team, Network, NYC Department of Education, and NYSED will ensure that the SCEP is an integral component of our actions for the remainder of the school year. The school's instructional Cabinet meets weekly, grade teams convene twice a week, grade team leaders meet monthly, professional coaches and partners debrief with an administrator during each visit, and a Network point person responds to emergent need throughout the school year.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

On the 2012-13 NYC Learning Environment Survey, 13% of teachers feel that assistant principals support them “to a lesser or no extent”.

Review Type:	NYC Learning Environment Survey	Year:	2012-13	Page Number:	14	HEDI Rating:	N/A
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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		2.3 Systems and structures for school development
	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, 100% of teachers will have participated in 15 hours of professional development organized by subject supervisors which will result in 100% alignment between our annual professional development plan and ensure that teachers’ ongoing needs are addressed through an evolving plan of professional support.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The principal will conduct monthly meetings with each assistant principal individually.
2. The principal will organize at least four instructional Cabinet meetings per month.
3. School leaders will conduct 4-7 observations of each teachers’ practice to gather data about individual and group professional development needs.
4. School leaders will identify work with outside partners to align professional development with the needs of teacher subgroups.
5. School leaders will review trends in observation data to revise the school’s professional development plan three times during the school year.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal and assistant principals.
2. Principal, assistant principals, and lead teachers.
3. Principal, assistant principals, and teachers.
4. Principal, assistant principals, teachers, and partner organizations (Ramapo for Children, Outward Bound NYC, Generation Ready, Center for Applied Linguistics, and Creative Solutions).
5. Principal, assistant principals, grade team leaders, partner organizations, teachers, and students.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The principal will schedule and facilitate nine (9) one-to-one meetings with each assistant principal by June 2014.
2. Cabinet meetings will ensure coherence of vision for school improvement and the distribution of responsibilities and tasks among the leadership team.
3. School leaders will conduct 100% of scheduled observations and 90% of teachers will grow in key areas outlined in the *Framework for Effective Teaching*.
4. 100% of partnerships will be reflected in the annual “Professional Development Plan” and will align to identified and emergent professional learning needs.
5. Three revisions of the “Professional Development Plan” will be made during the 2013-14 school year to ensure alignment between professional development and observation and/or student performance data.

D. Timeline for implementation and completion including start and end dates

1. Monthly meetings occur between September 2013 and June 2014.
2. Meetings will take place weekly from August 2013 - June 2014.
3. August – October 2013: Initial Planning Conferences (IPCS), September – June 2014: Observations.
4. September-December 2013: Secure partnerships and align professional development plans with the school’s needs. October-June 2014: Partners conduct

- professional development for staff members and meet with school leaders to revise plans as new needs emerge.
- The principal will solicit feedback from grade team leaders about team needs, organize observation report data, coach feedback, and student achievement data prior to the periodic revision of the "Professional Development Plan" by the instructional Cabinet in November and January 2013 as well as March 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- The school will staff one (1) principal and three (3) assistant principals.
 - The school will staff one (1) principal, three (3) assistant principals, and six (6) lead teachers.
 - The school will staff one (1) principal, three (3) assistant principals, and 63 teachers.
 - The school will staff one (1) principal, three (3) assistant principals, 63 teachers, and partnerships with coaches from five (5) staff development organizations.
 - The school will staff one (1) principal, three (3) assistant principals, 63 teachers, and partnerships with coaches from five (5) staff development organizations.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title I ARRA SIG Cohort 4 and Contract for Excellence

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Extend curriculum design and planning to ensure the school's key standards and the instructional shifts are consistently and explicitly addressed so that all learners develop higher-order skills. (1.1)"

Review Type:	Quality Review Report - NYC	Year:	2012-13	Page Number:	5	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

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

100% of teachers will participate in twice weekly grade team meetings where they will examine student work to identify key standards and revise curriculum so it addresses the instructional shifts and observed patterns in student performance resulting in CCSS-aligned curriculum maps for 100% of academic courses by June 27, 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Six grade level inquiry teams (6, 7, 8,9,10 and a combined11/12) teams will be established, with an administrator assigned to each team. Teams will initially identify key standards within their subjects (looking for areas of commonality) as a means to ensure identified areas of need are addressed throughout the school year. Teams meet to review student work once weekly during a programmed "professional" period and again on Wednesdays during period nine.
- Grade/inquiry meeting time on Wednesdays will be extended by one hour to allow teams the time for deeper inquiry and thorough curriculum revisions.

3. The principal meets on a monthly basis with a designated leader from each team to review grade team progress and promote sharing of findings. Grade team leaders will turnkey findings to grade-level inquiry teams to allow for vertical alignment of key standards and broad distribution of best practices.
4. Teachers who are paired in integrated co-teaching assignments participate in professional development with school leaders, CFN personnel, and coaches. CFN provides team training with high school co-teachers on a weekly basis. Teams are observed and receive feedback during school leader walkthroughs, as well as during the regular observation cycle. Literacy and math coaches provide instructional support on a weekly basis. Teachers observe other ICT classrooms as part of their professional development. Teacher teams are compensated for staying beyond the regular school day to collaborate on planning.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators (Principal and three Assistant Principals), teachers, and guidance counselors and software from Engrade used to track student progress in a web-based grade book.
2. As per the SBO vote, teachers are contractually required to attend the period nine meetings. Teachers will be compensated for time past the defined work day at the contractual hourly rate using SIG Transformation funds.
3. Six grade team leaders (teachers) and principal.
4. Middle school teachers, CFN support staff, assistant principals, principal, and instructional coaches from Generation Ready.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Assignment of administrators to teams will be based on expertise. While initial meetings will be facilitated by assigned administrators, teams' progress will reflect a decreasing dependence on administrative input. Grade team leaders will meet monthly with the principal to ensure continued progress with the inquiry process. At the beginning of each marking period, each team reviews samples of student work to identify essential foundational skills across the curriculum. A corresponding subject specific instructional practice is aligned with identified skills. Subsequent student work is analyzed in following meetings to determine student progress. Every six weeks a new cycle of inquiry is implemented. It is anticipated that each team will participate in six cycles of review and curriculum adjustments during the school year.
2. Content area curriculum maps will be revised on an ongoing basis to reflect the foundational skills and standards being addressed across content areas and classrooms as a result of inquiry work. Each grade team will produce curriculum maps in the core subject areas that emphasize the key standards, instructional shifts, and common skills.
3. Curriculum maps completed by June 2014 will emphasize key standards and provide for alignment across grade levels; as well as literacy skill alignment across core subject areas.
4. The performance of IEP students programmed into ICT will be monitored by teachers on a weekly basis, and every three weeks through the use of the Engrade system. Report card data will be analyzed every six weeks. Additionally, monthly check-ins with coaches and CFN staff will provide supervisors with qualitative feedback about the progress of co-teachers and others participating in inter-visitations.

D. Timeline for implementation and completion including start and end dates

1. Direct facilitation with administrators: September 3-9, 2013, monthly team meetings: September 2013 – June 2014, monthly team leader check-ins with principal: September 2013 – June 2014. Ongoing use of Engrade by all teachers, September 2013-June 2014.
2. December 2013 – June 25, 2014.
3. September 2013 - June 2014
4. September 2013 - June 2014 for CFN, Leadership, and coaching support. December 2013 – June 2014 for co-teacher planning time outside of regular school hours.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. As per the UFT contract, a School Based Option vote by the school UFT membership permits the program revisions that substitute one required meeting for each teacher's contractual professional period duty; and one of three 50-minute tutoring sessions is allocated for mandatory inquiry meeting time for all grade teams after school once per week. Additionally, Priority/Focus funds will provide for 795 student site licenses on Engrade Pro for the 2013-14 school year.
2. SIG Transformation funds will be allocated to provide approximately 21 per-session hours per teacher for 21 extended meetings on Wednesdays. The approximate number of per session hours are 903 for teachers (43 teachers x 21 hours = 903), and 105 for guidance counselor participation (5 counselors x 21 hours = 105)
3. Meetings take place after school for approximately 1.5 per session hours per month. 6 teachers x 1.5 hours per month x 10 months = 90 hours. The principal will participate in these meetings as well, though will not collect per session hours.
4. SIG funds will provide for 100 per diem substitute days, and Priority funds for an additional 100 to allow for inter-visitations and professional learning. 700 per session hours will compensate 35 teachers for meeting time outside of regular school hours for 20 hours per teacher.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants

List any additional fund sources your school is using to support the instructional goal below.						
Title I ARRA SIG Cohort 4						
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.						
	PF AIS		PF CTE		PF College & Career Readiness	PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Strengthen the practice of using results from assessments and frequent checks for understanding to refine and revise curriculum and incorporate more opportunities for students to track their own progress."

Review Type:	Quality Review Report - NYC	Year:	2012-2013	Page Number:	6	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 27, 2014, 100% of teachers will have received specific, actionable, time bound, and prioritized feedback from supervisors and coaches based on Danielson components 1c, 1e, 1f, 3b, 3c, and 3d, a minimum number of 4-7 times each.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Supervisors will conduct a minimum of 4-7 observation cycles based on the Danielson Framework, with a school-wide focus on the above components. Teachers will receive written feedback on Advance forms, as well as in-person debriefings after observations to support the development of student-centered teaching practices throughout the school.
- A combination of faculty conferences and department meetings will provide professional development workshops for teacher development of competencies in the areas of these targeted Danielson components. These sessions will be lead by administrators, coaches, CFN staff, and lead teachers.
- All teachers will be given the opportunity to participate in Children First Network (CFN) organized "Lab site" workshop series, each comprised of 3 full-day school inter-visitations led by Network talent coaches focused on specific Danielson Framework components in teaching practice.
- Generation Ready (math, science, and ELA) and Frank Cunningham Associates (social studies) will be contracted for coaching with teachers selected and assigned by department supervisors with a focus on using student data to guide instruction and pedagogical strategies to address the needs of sub-groups. Strategies will highlight how to build foundational skills within regular curricular and lesson planning.
- SEIS/Network coaching for special education teachers will focus on the use formative and summative assessments to identify and target lagging foundational skills among special needs students.
- A part-time literacy coach will provide 72 days of service to literacy teachers and students. The coach will support the implementation of targeted book clubs and a sustainable independent reading program in the middle school.
- Teachers will participate in full and half-day trainings and workshops with school-based partners and organizations that contract with the NYC Department of Education throughout the school year.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principals, CFN coaches, and teachers.
2. Faculty conferences and department meetings will be lead by the principal, three assistant principals, lead teachers, and coaches from the CFN, Generation Ready, and Frank Cunningham Associates.
3. Teachers will receive all information about Lab Site programs from department supervisors, and will be provided with substitute teacher coverage for their classes on their days out of their classes for the inter-visitation/workshops.
4. The principal and assistant principals will establish relationships with coaches, and manage coach-teacher relationships during the school year.
5. One SESIS/Network coach has been assigned to the school and will coordinate with the assistant principal supervising special education to identify teachers in need of development in these areas, and to design a program of training and support.
6. One literacy specialist will be hired on a part time (F-status) basis for the duration of the school year. He will coordinate efforts with the assistant principal who supervises the ELA department and middle school literacy teachers.
7. Partner organizations, CFN staff, assistant principals, principal, and teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The Advance web tool will track progress of each teacher as determined by their observation ratings. Qualitative, anecdotal evidence will also be included in each written observation report. Advance will allow school administrators and teachers to observe developmental trends for individual teachers and groups of teachers across the school community. The school will seek improvement in the key components outlined above.
2. Teacher observation reports will focus feedback on how effectively the teacher is incorporating strategies targeted during conferences, and additional individualized support for these strategies will be offered as needed. Data about teacher performance trends will be pulled and analyzed using the Advance web tool. School leaders will look for evidence of growth in the key components listed in our goal above.
3. Teachers participating in Lab Sites turnkey learning to colleagues at grade team meetings. Agendas/notes are submitted to supervisors, and this training is noted when observations are conducted to look for additional expertise. Supervisors put extra attention on components that were subject of Lab Site workshop during observations of participating teachers.
4. Coaching logs are maintained by all coaches and debriefing sessions with administrators are the primary tools for monitoring teacher development. Individualized goals are identified for each teacher working with a coach, and the coach monitors progress while discussing that progress in reflective debriefing sessions with the teacher and administrator(s). Using Advance, administrators will look for development in key Danielson components addressed by the teacher and coach.
5. SESIS/CFN coach debriefs with assistant principal after each visit and individualized as well as team professional development plans are made based on observed needs. Observation reports will reflect the impact on teaching practice and teacher growth.
6. Weekly check-ins with an assistant principal and supervisory observations will ensure that he literacy coach is implementing the above-mentioned literacy initiatives and conducting book clubs.
7. The Advance web application will be used to monitor teacher development and responsiveness to professional development. Additionally, school partners maintain coaching logs to track qualitative observations about individual teacher growth.

D. Timeline for implementation and completion including start and end dates

1. August-September 2013, Administrators conduct Initial Planning Conferences (IPCs) with teachers. September 2013 – June 2014, administrators and CFN coaches observe teachers and provide feedback. In November, administrators will aggregate baseline data from observations. In January and March, administrators will assess progress for teachers and groups of teachers and in June administrators will assess growth over the course of the school year.
2. August – September 2013, Individual Planning Conferences between teachers and their supervisor will begin the coaching and goal setting for teachers around the Danielson competencies. Other training and coaching will take place throughout the school year at department and faculty conferences, during teacher prep periods, and using per diem or per session funds to free teachers up for longer sessions, all finishing between September 2013 and June 14, 2014.
3. Lab Site program will run for one day in each of the months between October and June (excluding April). The day varies depending on which strand is followed for which Danielson component and for either middle school or high school. Each participating teacher will attend four sessions in either the fall or spring.
4. Three Generation Ready coaches will begin work in the school before the end of September, and will spend at least one full day each week in the school thereafter, through May 2014. A coach from Frank Cunningham Associates will work from November-June 2014.
5. SESIS/CFN Coach will begin planning with special education supervisor by September 20, 2013 and will provide monthly schedules of her availability, being in the school one day a week, as her calendar permits through June 27, 2014.
6. Beginning February 3, the literacy coach will spend 72 full days in the building. By March 1, book clubs will be up and running and classroom libraries will be replenished and reorganized. Book clubs and independent reading in all middle school literacy classes will be sustained through the end of the school year.
7. Beginning in August 2013, partner organizations will be recruited to support staff at the school. By December 1, 2013 the school will have established partnerships and teachers will be receiving training. All training will be completed by June 27, 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The school will staff one principal, three assistant principals, and 63 teachers. CFN talent coaches will conduct a minimum of 4 on-site training sessions for supervisors in using the Danielson Framework and Advance web tools.
2. A portion of Chancellor’s Conference days in October and June will be allocated to staff training. Three of the 9 monthly Faculty conferences will be allocated to developing teachers in these targeted components, as will at least 3 of the 9 monthly department meetings. The school will allocate 2400 per session hours for workshops with coaches or administrators. 60 teachers will each be eligible for 40 hours of professional learning with coaches and administrators. Also, 200 days of per diem (100 each from SIG and Priority/Focus funds) will be allocated to cover teachers participating in professional development sessions.
3. Lab Site is facilitated by the CFN. 8 teachers will participate over the course of the year which will require 32 days of per diem coverage. This will be included in the 200 days of per diem accounted for in the previous section.
4. An ELA coach from Generation Ready will work 30 days, the math coach 46, and the science coach 20 days. The coach from Frank Cunningham Associates will be allocated 27 coaching days.
5. The assistant principal and 15 special education teachers will be staffed by the school. The SESIS coach is a centrally-funded position.
6. One assistant principal, five middle school literacy teachers will be staffed full time. The literacy coach will provide 72 days of service to staff and students.
7. 100 days of per diem coverage will be allocated in addition to the partnerships described above to support teacher participation in full and half-day trainings with staff developers from various organizations.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title I SIG ARRA and Title I SWP

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).
 On the 2012-13 NYC Learning Environment Survey, 23% of teachers “disagree” that, “My school does a good job teaching students the social and emotional skills needed in high school.

Review Type:	Learning Environment Survey – NYC	Year:	2012-13	Page Number:	9	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) 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.

X	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 27, 2014 the school will have implemented 10 school-wide activities (for students, families, staff, and leadership) that will support a culture of learning and increase the percentage of teachers who believe that the school teaches students the social and emotional skills needed in high school to 85%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The school's administration will collaborate with teacher leaders to identify key areas for support and professional learning to develop an annual professional development plan that reflects a school wide commitment to improving school culture for all stakeholders.
2. School leadership will identify partner organizations to provide coaching, professional learning opportunities, and direct service for students to improve the school's capacity to support students' social-emotional development and well-being. We also anticipate that these partnerships improve the school's culture so it leads to increased academic success for students.
3. The school community will establish a set of core values that can be used as key concepts for behavior management plans, behavior interventions, goal setting, and school culture building. These values will guide the development of new school systems and structures in 2013-14.
4. School leaders will conduct supervisory observations of all teachers on an ongoing basis from September 2013 – June 2014. These observations and any resulting coaching and feedback will align to Charlotte Danielson's *Framework for Effective Teaching*.
5. The school will leverage SIG – Transformation funds to retain and increase the amount of professional coaching that teachers receive between September 2013 and June 2014.
6. Additional teachers will be hired to diversify the course offerings and social-emotional supports for students during the school year. Specifically, technology, foreign language, chorus, and theater teachers will be added, as will an additional school counselor.
7. Attendance celebrations will be held each marking period for students who have perfect attendance or punctuality.
8. BRIC Rotunda allows students and teachers to explore their artistic abilities together. Partner artists from BRIC will collaborate with at least two classes to help students reinforce and express key content understandings. Students also visit museums, galleries and incorporate what they learn into their academic courses as well.
9. Partner artists from NURTUREart work with students to curate and execute gallery openings of their works at the school and at local galleries. This partnership allows visual arts students to participate in the business sector of the art world.
10. Student performances for the school community are held at least three times throughout the school year which include drama productions, dance productions, chorus and band concerts.
11. Extra guidance interventions and family meetings are scheduled for at-risk students to assist students and their families in overcoming obstacles that may get in the way of academic success. These interventions are organized by grade level counselors and include the students teachers when possible.
12. Monthly Town Hall meetings are organized by grade level guidance counselors and grade teams to keep students informed about their academics, school community initiatives, after school opportunities, and extracurricular activities. These meetings are also used for community building exercises.
13. The College Bound Initiative (CBI) helps the students to focus on college and career opportunities and prepares the students for the application process. CBI targets all students, grades 6-12, for college trips, college fairs, and career week to help them envision and prepare for their academic or career oriented future. Most importantly, CBI provides the school with a full-time college counselor to plan these events and ensure that all graduating seniors have post-secondary opportunities upon graduation.
14. Primary, secondary, and tertiary PBIS teams promote a positive school environment by designing a sequence of classroom lessons to improve school culture and tone, carry out initiatives and interventions, and enrich the school environment with PBIS supports and resources like a rewards system, PBIS rubrics, etc.
15. The school offers a variety of Extended Learning Time opportunities for all students. The primary ELT program is two hours per day, three days a week and includes additional instructional and enrichment opportunities for students in grades 7-12.
16. The school has an Attendance Outreach program that leverages per session and bilingual staff members to reach out to families about students regarding attendance related issues. This outreach is conducted in the evenings and before school two days per week.
17. In both the high school and middle school staff members have volunteered to participate in a Teacher Advocate Program. This program pairs teachers and other staff members with at-risk students to guide them towards being successful in school. The pairings are one-on-one and allow the student a relationship with a supportive and caring adult who can motivate and advocate for them as needed.
18. To support the College Bound Initiative's (CBI) efforts to prepare students for college and career readiness, the school will take students on chaperoned college visits throughout the school year.
19. A partnership with the Queens Museum will train students from the school to be docents and workshop facilitators at arts-based events. These activities will reinforce the school's Core Values and heighten awareness about the importance of an inclusive community.

B. Key personnel and other resources used to implement each strategy/activity

1. The principal, assistant principals, inquiry facilitator, and grade team leaders will collaborate to identify professional learning needs and timelines as the professional development plan is developed.
2. School leadership will secure partnerships with Outward Bound NYC, Ramapo for Children, Eskolta, and the College Bound Initiative for this school year. Coaches

and staff developers will partner with the school as a result of these partnerships. Ancillary funds will be used to support these partnerships and the activities which relate to each. For example, students will participate in retreats at Ramapo's campus which will require per session for teachers, supplies, and funds for travel to and from the site.

3. School leadership, teachers, and partners from Eskolta, Outward Bound NYC, and Ramapo for Children will be at the core of this work. In addition to regularly appointed guidance counselors, a pair of supplemental counselors will add to the school's capacity to establish values and engage students in learning about them.
4. Principal, assistant principals, and teachers.
5. In addition to ongoing coaching from assistant principals, colleagues, network staff, and the principal, the school has secured partnerships with outside vendors. Coaches from each of the following organizations will work with targeted groups of teachers and the whole staff on instructional effectiveness, technology implementation, character development, arts integration, college readiness, and behavior management strategies: Ramapo for Children, BRIC Rotunda, Outward Bound NYC, Creative Solutions, Teaching Matters, Generation Ready, Frank Cunningham Consultants, and the Young Women's Leadership Network.
6. The principal and three (3) assistant principals will recruit and hire effective candidates for each of the 5 vacancies.
7. Assistant principal, guidance counselors, and grade team teachers.
8. Principal, visual arts teachers, partnering content area teachers, and BRIC Rotunda partnering artists.
9. Principal, visual arts teachers, partner artists and curators from NURTUREart.
10. Principal, assistant principals, and 5 talent department teachers.
11. Assistant principal, guidance counselors, teachers, parent coordinator, social workers, school psychologist
12. Assistant principal, guidance counselors, deans, Student Activities Committee (staff members), grade teams, social workers, outside agencies i.e. Ramapo, Eskolta, and Outward Bound NYC.
13. Principal and CBI college counselor.
14. Assistant principal, deans, counselors, and teachers.
15. Principal, assistant principals, and teachers.
16. Two staff members in the morning, six staff members split between two evenings using ATS, STARS, and CAASS reports about student attendance to target outreach. Supervisors, school aides, school secretaries, paraprofessionals, deans, and teachers will be eligible for the Attendance Outreach program.
17. Volunteer teachers, counselors, deans, and supervisors 'adopt' a student who is struggling socially, emotionally, and/or academically.
18. CBI college counselor, teachers, and students.
19. Teachers, students, and partner artist from the Queens Museum.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 100% of faculty conferences, department meetings, and grade team meetings will align with key school goals and tenets in the professional development plan. The plan will be reviewed and revised each month. Surveys, grade team leaders meetings, and exit tickets at selected meetings will be used to solicit feedback from participating staff members to measure the professional development plan's impact.
2. By January 2014 we will have partnerships secured and calendars of professional coaching and service outlined. By February 2014 all partners will be active in the school. Surveys and feedback from participants will be used to evaluate the effectiveness of each partnership.
3. By September 2013 the school will draft vision and mission statements and a list of core values. By November 2013 at least two pilot programs that organize instruction and student learning around the core values. In February and June 2014 the pilot program participants will reflect on the impact of their activities while survey feedback from staff and students will be used throughout the implementation process to make adjustments and revisions to plans in collaboration with coaches from the partner organizations.
4. Baseline assessments of teacher practice for each of Danielson's 22 components will be aggregated by the school's administrators. These results will be compared to teacher self-assessment baseline date. Based on these findings the school leaders will identify specific components for school wide growth and specific targets for the school year.
5. To improve the cohesion of our school wide mission and vision in belief and practice, all teachers will receive at least 10 hours of targeted coaching by June 2014 from one, or more, of the partners and vendors secured with SIG.
6. The additional staff members will be hired prior to the beginning of school in September 2013. The new staff members will be coached and integrated into the school community so that "effective" and "highly effective" ratings are possible by the end of the school year.
7. A 5% attendance improvement for grades 6-12 from June 2013 to June 2014.
8. A 50% increase in the number of students receiving Arts Endorsed High School Regents Diplomas. Additionally, at least two gallery openings will be conducted to celebrate the students' work with the school community.
9. A 50% increase in the number of students receiving Arts Endorsed High School Regents Diplomas. One gallery opening and five students participating in an

independent study at NURTUREart's gallery space will celebrate this partnership.

10. At least one performance will be conducted each semester with equal representation from each talent course (visual arts, dance, band, chorus, and theater).
11. These additional interventions should help to reduce suspensions by 10%, to improve attendance by 5%, and to improve credit accumulation by 5% for each cohort of students as compared to 2012-13.
12. To improve participation in extra-curricular activities and improve school tone and safety as measured by student perceptions on annual NYC Learning Environment Survey.
13. To increase the number of students who graduate and enroll and continue in college after graduation from high school. The 4-year graduation rate will improve to 52% and the percentage of graduates earning college acceptance will remain above 90% by June 2014.
14. Compare suspension and behavioral referral data over a period of three years (including 2011/2012 and 2012/2013 school years). A 10% decrease in suspensions for grades 6-12. Review and evaluate behavioral referral data. Evaluate credit trackers for each grade level and compare over a period of three years (including 2012/13, 2013/14 and 2014/15).
15. Review ELT attendance and participation monthly. Monitor the students' progress in core courses. Evaluate the impact of ELT by reviewing and comparing state exam scores of participants and non-participants.
16. A 5% attendance improvement for grades 6-12 as compared to the end of year attendance rate for 2012-13.
17. 50% of the students recommended and who take part in the program will graduate in 4 years.
18. By June 2014 the CBI college counselor will have scheduled at least 10 college campus visits for at least 100 students (total) in grades 6-12.
19. By June 2014 at least 75 students will have participated in and/or facilitated inclusive arts workshops at the Queens Museum.

D. Timeline for implementation and completion including start and end dates

1. July-October: Draft of 2013-14 professional development plan developed. October-December: Initial review, revisions, and integration of plans for new school partners. December-June: Monthly review of PD plan to revise and modify future plans.
2. July-November: Contact and initiate relationships with partner organizations. November – January: Set calendar of activities, goals, and initiate school-based activities. January – June 2014: Continue school-based activities for staff and students.
3. July-August 2013: Work with Eskolta staff and staff members to finalize vision and mission statements and establish draft of core values statements. September-November: Plan and initiate two pilot programs that incorporate the core values. November-June: Manage pilot programs and introduce core values to additional partner organizations and staff members to grow effective practices and activities throughout the school community.
4. September-November: Establish baseline data, identify targeted components for school wide growth, and set annual growth goals. September-June: Supervisors conduct 4-6 classroom observations for each teacher, providing targeted feedback and support after each visit. February-March: Review mid-year data regarding focus components and adjust professional development and coaching plans as necessary. June: Review summative data to assess progress towards goals.
5. September-November: Secure partnerships and begin coaching. November-June: Continue targeted coaching for all teachers and meet with coaches to review action plans and formative findings.
6. August-September: School leaders recruit, interview and hire qualified applicants. September – June: New staff members support students academically, socially, and emotionally.
7. Six times (at the end of each marking period) between September 2013 to June 2014.
8. The partnership will be secured by September 2013 and artists will work with students until June 2014. A mid-winter and late spring gallery opening will mark the end of each semester's work.
9. The partnership will be secured by September 2013 and artists will work with students until June 2014. Independent study work will be ongoing for students throughout the school year and a gallery opening curated by students will take place in May 2014.
10. All staff will be hired by September 2013 and performances will take place between October 2013 and June 2014. One performance per course will be completed by January 31, 2014.
11. Beginning after the first marking period, additional interventions will be scheduled for at-risk students between November 2013 and June 2014.
12. Town Hall meetings will take place monthly for each grade level between September 2013 and June 2014.
13. CBI initiatives organized by the full-time college counselor will take place between September 2013 and June 2014 and will target 785 students in grades 6-12.
14. PBIS planning and activities will take place throughout the school year, beginning in September 2013 and continuing until June 26, 2014.
15. The ELT program will take place from October 2013 – June 2014 on Tuesdays, Thursdays, and Fridays for two hours per day after school.
16. Attendance outreach efforts will take place two mornings and nights per week between November 2013 and June 2014.
17. The advocate program will take place from December 2013 to June 2014. Marking period report cards, attendance, and standardized assessments will be analyzed to monitor student progress and the impact of this intervention.

18. College campus visits will take place between September 2013 and June 2014.
19. Workshops will occur in late Fall (November or December 2013) and late Spring (May/June 2014).

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The school will staff four full-time administrators (one principal and three assistant principals) and 63 full-time teachers in addition to other support staff using Tax Levy, PF Set Aside, and Title IA funds.
2. Title IA - SIG Transformation funds will be used to secure partnerships with the organizations listed above. Outward Bound NYC will provide 10 days of coaching for staff members and 16 days of direct service to groups of 40 students. Ramapo for Children will provide 13 days of coaching for staff members, 3 professional development workshops for staff members, and 2 days of direct service to groups of 24 students per session. Priority/Focus funds will ensure safe travel to and from each of 5 retreats with Outward Bound/Ramapo using coach bus service. Eskolta will provide 52 days of coaching for staff members. College Bound Initiative will provide a full-time college counselor for the school year and will fund at least 10 trips to college campuses for graduating seniors. Additionally, CBI will coordinate in-school SAT Preparation for 30 high school juniors with a Kaplan coach.
3. Title IA - SIG Transformation funds will be used to secure partnerships with the organizations listed above. Outward Bound NYC will provide 10 days of coaching for staff members and 16 days of direct service to groups of 40 students. Ramapo for Children will provide 23 days of coaching for staff members, 2 professional development workshops for staff members, and 2 days of direct service to groups of 24 students. Eskolta will provide 52 days of coaching for staff members.
4. Four (4) School leaders and 63 teachers will be staffed at the school for the 2013-14 school year.
5. Coaches and staff developers will be secured using SIG funds. 200 days of per diem and 2400 hours (60 teachers x 40 hours each) of per session funds will be allocated to cover the cost of teachers participating in sustained professional development during and after the regular school day.
6. SIG funds and school leaders will be used to recruit and retain highly qualified staff for the new positions in the school community. Five (5) positions will be added in 2012-13.
7. Each marking period, students are rewarded with a breakfast or lunch party, they receive certificates and their names are posted outside of their counselors' offices. The one assistant principal, five guidance counselors, and six grade team leaders responsible for identifying and celebrating the students are staffed at the school in 2013-14.
8. A partnership with BRIC Rotunda will provide 2 partner artists who will work with 200 students for 60 days during the school year.
9. A partnership with NURTUREart will provide 3 partner artists who will work with 30 students for 80 days during the school year.
10. Five talent teachers will be staffed in 2013-14.
11. 58 guidance counselor per session hours for 5 guidance counselors will be allocated for after school conferences.
12. 5 guidance counselors, 63 teachers, and 4 coaches from outside organizations (1 each Outward Bound NYC and Ramapo for Children, and two from Eskolta). Grade teams will identify one period per month to conduct Town Hall meetings.
13. The College Bound Initiative (a Young Women's Leadership Network program) places a full time College Counselor at JMCSS who runs all of the programs. JMCSS teachers are used as chaperones for trips and events and 25 per diem days will be allocated to cover teacher chaperones.
14. An assistant principal, 63 teachers, 3 deans, and five counselors will be staffed in 2013-14 to plan and implement PBIS activities during the school year.
15. Tuesdays, Thursdays, and Fridays: one hour of instruction and one hour of enrichment clubs/activities. 148 hours of per session each for 20 teachers and 1 supervisor (assistant principal or principal) will cover 24 weeks of this program. Funds will be allocated for resources and supplies necessary for the successful implementation of instruction and enrichment (paper, chess sets, robotics kits, cameras, workbooks, etc.).
16. The Attendance Outreach team will consist of 86 hours of per session for 1 supervisors (assistant principal or principal), 46 hours of per session for 1 teacher, 40 hours of per session for 3 teachers, 23 hours of per session for 1 teacher, 23 hours of per session for 1 school aides, 46 hours of per session for 1 secretary, and 46 hours of per session for 1 paraprofessionals.
17. 30 staff members are matched with a student who in need of an adult mentor. The Teacher Advocate receives tools to assist the students i.e. transcripts, report cards, attendance report, parental contact, short and long term goal sheets, student schedule, etc. Advocates and students meet weekly. All interactions take place during the school day and do not require additional funding because of the voluntary nature of the program.
18. In addition to staffing the college counselor, the school will allocate funds to provide for 10 full-day per diem coverages for teachers who attend college campus visits as chaperones.
19. Priority/Focus funds will be leveraged to secure the leadership of a partner artist from the Queens Museum. At least 20 students will be prepared to facilitate workshops and/or museum visits for disabled children and adults. An additional 50 students will visit the museum to participate in student-lead workshops twice during the school year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Title I SIG ARRA Cohort 4											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core				
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
X	PF Positive Behavioral Management Programs				PF RTI		X	PF Supporting Great Teachers & Leaders			

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
38% of parents responded that they have, "been invited to an event at your child's school," fewer than three times in 2012-13											
Review Type:	Learning Environment Survey – NYC			Year:	2012-13	Page Number:	6	HEDI Rating:	N/A		

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.											
X	6.2 Welcoming environment					6.3 Reciprocal communication					
	6.4 Partnerships and responsibilities					6.5 Use of data and families					

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 27, 2014 the school will invite 100% of parents to at least 10 school-based events using email, social media, mailings, letters, and phone calls to improve the volume and frequency of family participation in school events.											

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).											
A. Strategies/activities that encompass the needs of identified subgroups											
<ol style="list-style-type: none"> The school will supplement evening Parents' Association (PA) meetings with morning sessions. Additionally, there will be four "Breakfast with the Principal" events during the school year to offer families additional opportunities to engage with school leadership. The school will increase its efforts to reach out to families about opportunities to engage with the school community by instituting a monthly mailing, automated phone calls, and messaging using social media. An attendance outreach team will be convened to conduct phone calls to families regarding student attendance. As part of these outreach efforts, families will be invited to follow-up on the phone calls by meeting with school-based staff at the school. This team will target students for reaffirmation of positive attendance trends, and to intervene for students with attendance issues. The PA and partner organizations will plan and implement family events at the school. These events will offer families the opportunity to interact and engage positively with the school staff and community. Workshops will be offered about supporting student literacy at home, online learning and tutoring opportunities, student and family health and well-being, and student safety issues. Events will take place during the school day, at PA events, and on evenings or weekends. Partners will provide additional services like family therapy and counseling and family arts events to families that support student social-emotional and academic success in school. The school will increase opportunities for families to meet with school leadership to give and receive information that is important for sustained student success by increasing the availability of teachers and counselors for parent-teacher conferences. 											
B. Key personnel and other resources used to implement each strategy/activity											
<ol style="list-style-type: none"> The principal and a parent coordinator are integral for well-attended and engaging family events like PA meetings and "Breakfast with the Principal". The principal, secretaries, and parent coordinator are necessary personnel for implementing these outreach efforts. 											

3. School leaders, school aides, teachers, paraprofessionals, guidance counselors and secretaries are all involved in the attendance outreach efforts.
4. School leadership, teachers, parent coordinator, PA members, and partner organizations (BRIC Rotunda, Puerto Rican Family Institute, and Ramapo for Children) are necessary for this work.
5. School leaders, teachers, and partners).
6. School leaders, teachers, counselors, secretaries, and families.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By September 2013 the school will set and distribute a calendar for all PA meetings and “Breakfast with the Principal” events. The parent coordinator will monitor attendance rates at each event to compare them with 2012-13 results. The additional opportunities and meeting times should increase parent participation rates by at least 50%.
2. The school will mail home important notices, reminders about events, calendars of dates, and descriptions of family workshops once a month to every family in the school. The school will use social media, like Twitter, and automated phone calls to convey similar information and reminders to families.
3. When the attendance team begins its outreach efforts the school will monitor changes in daily and period attendance. If attendance improves or is sustained we will know that this activity is having its intended effect.
4. The school’s parent engagement team (parent coordinator, PA leadership, and school leaders) and partner organizations will coordinate at least 6 workshops / events for families during the school year. Attendance at school-sponsored events will increase from September 2013 – June 2014..
5. School partners will provide 2 additional services to families by June 2014.
6. The school will increase parent engagement opportunities by 100%, as compared to 2012-13 when there were five major events, by June 2014.

D. Timeline for implementation and completion including start and end dates

1. August 2013: Set calendar of PA meetings and “Breakfast with the Principal” events. September 2013: Mail and backpack calendars for families. September-June: Monthly mailings to remind parents of these events.
2. September-June: Secretaries and parent coordinator will collaborate to compile and mail monthly mailings to families. School leaders will use a Twitter account to communicate information to families and the parent coordinator will make automated phone calls by request of staff members and leadership.
3. September-November: Post per session opportunity and convene attendance outreach team. November-June: Attendance outreach team conducts morning and evening phone calls to families two days a week.
4. September-November: Secure partnerships and plan for family events at the school. November-June: BRIC Rotunda will offer four, the PA two, and Ramapo for Children one family workshop in the evenings or on weekends.
5. September-November: Secure partnerships with new and returning school partners and outline action plan for the year. November-June: Execute action plans with school partners.
6. September-October: Plan for additional PTA meetings, mailings, and “Breakfast with the Principal” events. October-June 2014: Grade teams schedule additional parent-teacher conferences for at-risk students as identified by inquiry process.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Title IA Parent Involvement and PF Set Aside Parent Engagement funds will be used to secure funding for supplies and postage for monthly mailings. Tax Levy and Title IA funds will be used to staff the principal and parent coordinator positions (1 each) at the school for 2013-14.
2. Title IA Parent Involvement and PF Set Aside Parent Engagement funds will be used to secure supplies and postage for monthly mailings. PF Set Aside funds will be used for an automated phone messenger account. A monthly mailing will go out to all 785 families in the school between September and June 2014. Twitter is used at no cost to the school.
3. Title IA – SIG Transformation funds will ensure that 1 supervisor works 86 hours to manage and support attendance outreach efforts. The same funds will be used to pay school aides, counselors, teachers, secretaries and paraprofessionals to work for a total of 86 hours each conducting attendance outreach phone calls on Tuesdays and Thursdays in the mornings and evenings. All staff members will complete 4 hours of outreach efforts approximately 21 weeks.
4. Title IA – SIG Transformation funds will be used to fund four BRIC-Rotunda workshops and one Ramapo for Children workshop. The workshops will last at least three hours and are open to all families. The PA sponsored events do not require any additional funding.
5. Partnerships will be secured with BRIC Rotunda, Puerto Rican Family Institute, and Ramapo for Children. 1 partner artist from BRIC will offer 4 family workshops during the year. 1 coach from Ramapo for Children will provide 2 workshops for families. 1 therapist from PRFI will service at least 8 students once per week during the school year. Additionally, 40 per session hours will be allocated for any of our 60 teachers and other staff to plan for events with partner organizations as part of the teacher-partner collaboration aforementioned..
6. 1 principal, 3 assistant principals, 3 secretaries, 1 parent coordinator, and 63 teachers.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title I SIG ARRA Cohort 4

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By August 2013, 100% of students will have been offered at least 200 additional hours of targeted support through various ELT programs to increase credit accumulation and exam pass rates by 10% each.
100% of English language learner (ELL) ELT services will be provided by ESL teachers and/or in a co-teacher setting with bilingual staff resulting in a 10% increase in the number of students advancing one proficiency level on the NYSESLAT.
100% of ELT programming for students with disabilities will be provided by certified special education teachers or in a co-teacher setting resulting in a 10% increase in credit accumulation and exam pass rates for this sub-group.
The ELT program for high school students will be offered for all courses terminating in a Regents exam and core exam (ELA, Global, US History, and Algebra) pass rates will increase by 10% each.
The ELT program for middle school students will be offered for all content areas terminating in a state literacy, math, or science examination and the percentage of students achieving proficiency will increase by 50% of last year's mar for each exam.
Sixth grade students will receive a total of 360 hours of ELT in 2 hour sessions every afternoon as part of a learning and enrichment program every school day from September through June 2014. 6th grade literacy proficiency rates will improve by 20% for sixth grade students as a result of this program.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. The school will offer all students in grades 7-12 two hours of additional learning and enrichment time after-school, three days per week from October-June 2014 resulting in 148 hours of ELT. This program will include tutoring for courses terminating in standardized exams and enrichment opportunities in arts programs and others that align with content and/or social-emotional development (chess, robotics, fitness, etc.).
2. The school will offer ELLs 3 hours of additional instruction on Saturday mornings throughout the school year resulting in _____ of additional instruction and support in literacy, math, and social studies.
3. The school will offer 5 hours of additional instruction, four days a week for six weeks for students during the summer school program in July and August 2014. This results in 120 additional hours of ELT for participating students.
4. The school will offer 3 hours of additional Regents preparation for students on Saturdays throughout the school year. This program will result in 30 hours of additional Regents preparation.
5. The school will offer 15 hours total of additional MS literacy, math, and science exam support during school vacations in February and April.
6. All sixth grade students will be invited to participate in 2 hours of additional instruction Monday-Friday as part of an after-school program from September-June 2014. This program will focus primarily on social-emotional development and literacy support and instruction.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Supervisors and teachers.
2. Supervisors, ESL/Bilingual certified teachers, and collaborating content-area teachers.
3. Supervisors and teachers.
4. Supervisors and teachers.
5. Supervisors and teachers.
6. University Settlement (community-based organization) staff and Harvard Ed Labs literacy tutors. Both of these organizations are organized and supervised by The After School Corporation (TASC).

C. Identify the target population to be served by the ELT program.

1. All students grades 7-12.
2. All ELLs, grades 6-12.
3. All students, grades 6-12.
4. All high school students preparing for Regents exams.
5. All middle school students taking state exams in the spring of 2014.
6. All sixth grade students.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the Activities section.

	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	Title I PF	X	C4E
X	Title III	X	Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the Activities section.

The only program that will not be staffed by regularly appointed school staff is the sixth grade ELT program organized with collaboration from The After School Coroporation (TASC). University Settlement will run the 6th grade ELT program Monday-Friday in collaboration with Harvard Ed Labs literacy tutors.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

The After School Corporation (TASC) facilitates collaboration between University Settlement and Harvard Ed Labs for the sixth grade ELT program.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Combined, the ELT programs offered this school year will offer students direct instruction in literacy, math, and content areas that terminate in standardized tests. Additionally, the programs will afford students opportunities to participate in activities that reinforce core learning through engaging enrichment. Specifically, students will have access to enrichment activities like chess, robotics, fitness, outdoors club, literary magazine, and others. Not only will these programs reinforce key literacy, math, and content-learning, they will also allow students to develop and sustain important social-emotional and character traits that will promote more success during the school day.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

ELT programs will offer direct academic instruction to small groups of students, allowing them to bond with adults in the school community and further develop character traits that transfer to other settings. These traits – resilience, grit, etc. – will support their success in other academic and social situations as members of the school community.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Each of the opportunities described above is tailored to meet a specific purpose. One ELT program targets ELL students, another for our SWD population, and other programs middle or high school students. Additionally, the small group settings and broad availability of teachers allow for additional, teacher-identified target groups to be identified such as students with disabilities, students taking a specific standardized exam, etc.

D. Are the additional hours mandatory or voluntary?

	Mandatory	X	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

In addition to mailing and backpacking the letter of invitation and permission slip home multiple times, the school is using a phone messenger system to follow up with students who are not yet attending. An attendance team makes phone calls twice a week and will also target students who would benefit from one or more of the ELT programs but are not yet attending. Lastly, guidance counselors are constructing lists of students who need specific interventions and are sharing this with teams of teachers who also conduct formal and informal outreach about the ELT programs to students and their families.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

The ELT program is a key opportunity to reach students who need support outside of the normal school day.

G. Are you using an ELT provider procured using the MTAC process?

	Yes	X	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

We will actively and regularly review attendance rates for each program in addition to student achievement outcomes for participating students periodically throughout the school year.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Small group tutoring, reciprocal teaching, co-teaching, and the Wilson Reading System.	Small group and one-to-one instruction/tutoring and co-teaching.	Daily: During the school day, after-school ELT, weekend ELT, and vacation ELT.
Mathematics	Small group tutoring, co-teaching, and one-to-one instruction.	Small group and one-to-one instruction/tutoring and co-teaching.	Daily: During the school day, after-school ELT, weekend ELT, and vacation ELT.
Science	Small group tutoring, reciprocal teaching, co-teaching, and one-to-one tutoring.	Small group and one-to-one instruction/tutoring and co-teaching.	Daily: During the school day, after-school ELT, weekend ELT, and vacation ELT.
Social Studies	Small group tutoring, co-teaching, and reciprocal teaching,	Small group and one-to-one instruction/tutoring and co-teaching.	Daily: During the school day, after-school ELT, weekend ELT, and vacation ELT.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic and social-emotional counseling and coaching sessions.	Small group and one-to-one counseling sessions.	As needed: During the school day, after-school ELT, weekend ELT, and vacation ELT.

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Through the development of its own PD, Network-designed learning opportunities, partner organization coaching, and outside vendors and professional development series, the school differentiates the opportunities available to teachers, paraprofessionals, school leaders, and other staff members.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

All resources, specifically financial resources, are considered within the scope of the school's mission, vision, immediate and long-term needs. By aligning the use of resources to specific initiatives and needs, the school ensures that all funds are integrated for a common purpose that is sustainable and impactful for the target population or purpose. Resource allocation decisions are made after consultation with the school's leadership team, SLT, staff, and occasionally students. Soliciting feedback from these stakeholders ensures that resource allocation is balanced to each existing or emerging need in the school community.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

Measures to Include Teachers in Decisions Regarding Assessments

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

When given a choice, teachers review the different assessment options available for their grade and content-area. When appropriate, the school conducts faculty and department meetings about different assessments and/or to review item-analysis reports and other results for action planning and instructional modifications. Assessment results are reviewed by grade teams which meet weekly and at annual IPC conferences with teachers.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013–14 TO 2014–15 SCHOOL YEARS

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 is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s CEP. 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 [?](#)

District 14	Borough Brooklyn	School Number 071
School Name Juan Morel Campos Secondary School		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Eric Fraser	Assistant Principal Jason Rosenbaum
Coach Melissa Moskowitz	Coach Greg Hargraves
ESL Teacher Rolando Tiburcio	Guidance Counselor Patricia Knight
Teacher/Subject Area William Rittenhouse	Parent
Teacher/Subject Area Patricia Sirulnik	Parent Coordinator Nereida Pena
Related Service Provider Maribel Torres	Other Magdala Bastien
Network Leader(Only if working with the LAP team) N/A	Other

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 currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently	2	Number of certified NLA/foreign language	3	Number of teachers who hold both a bilingual extension and ESL	0

teaching in a bilingual program		teachers		certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	790	Total number of ELLs	195	ELLs as share of total student population (%)	24.68%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) school
 Check all that apply

K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
6	<input 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	<input checked="" type="checkbox"/>						

This offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish, Yiddish
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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							2	2	2	1	1	1	1	10

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							1	1	1	5	5	5	5	23
Push-In							2	2	3	1	2	1	2	13
Total	0	0	0	0	0	0	5	5	6	7	8	7	8	46

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	195	Newcomers (ELLs receiving service 0-3 years)	68	ELL Students with Disabilities	57
SIFE	15	ELLs receiving service 4-6 years	59	Long-Term (completed 6+ years)	68

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	6			11			19			36
Dual Language										0
ESL	62	14		48			49			159
Total	68	14	0	59	0	0	68	0	0	195

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish							0	6	4					10
SELECT ONE Yiddish							5	4	6	4	1	1	5	26
SELECT ONE														0

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
TOTAL	0	0	0	0	0	0	5	10	10	4	1	1	5	36

*EP=English proficient student

Dual Language (ELLs/EPs*)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section 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							20	18	24	22	30	17	25	156
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1				1	1		3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	21	18	24	22	31	18	25	159

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)							7	10	9	11	7	3	12	59
Intermediate(I)							4	10	13	3	10	8	10	58
Advanced (A)							15	10	13	11	13	7	9	78
Total	0	0	0	0	0	0	26	30	35	25	30	18	31	195

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
/SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	16	4			20
7	22	4			26
8	20	1			21
NYSAA Bilingual (SWD)				8	8

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	16	2	2						20
7		26							26
8	22		1						23
NYSAA Bilingual (SWD)							8		8

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)								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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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.
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
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.
- For each program, answer the following:
 - 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?

a. ELLs in the 6th, 7th and 8th grades are struggling more in Reading/Writing than in Listening/Speaking.
More ELLs are reaching the Advanced level in Listening/Speaking in grades 6, 7 and 8 when compared to ELLs in

grade 9–12. This is, in part, due to the fact that the school received 25 first-time entrants in the New York City Public School System in the 2009–2010 school year and 9 in the 2010–2011 school year (mostly at the high school level). Again, in 2011–12 we have taken in 10 new students as of this report. Fewer ELLs are reaching proficiency in Reading/Writing than the number reaching proficiency in Listening/Speaking in grades 6–12. ELLs are faring better in tests taken in Spanish in the content areas.

b. The school leadership and teachers review the item analysis of the ELL Periodic Assessments to identify the specific skills where students are struggling with in order to reteach these skills in ELA and in the content area classes

c.. The school is learning where to focus their instruction based on the ELL Periodic Assessments. Since our students are struggling in Reading, ESL teachers, together with ELA and content area teachers who service the ELLs, will teach reading strategies students can use to help them read difficult texts. They will learn to read to: answer questions; obtain ideas and information; use text features, such as a glossary or text box, to figure out the meaning of unfamiliar words or concepts; use prior knowledge of genres and subjects; etc.; and hold onto ideas and information. In Writing, the focus will be to write from a simple essay and then write an essay about texts. ELLs will be taught to make an outline, create a web, or make some notes to help organize their ideas logically and clearly (i.e., a beginning, middle and end) that will keep them on task when writing. They will learn how to include story elements (i.e., setting, character, plot, problem, solution, etc.) to help plan and tell a story. They will learn how to write details and examples to support their ideas and feelings using specific and relevant examples. The Native Language is used to support instruction after school and on Saturdays. Also ELLs are given 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

N/A -- no students in grades K-5

6. How do you make sure that a child's second language development is considered in instructional decisions?

ESL teachers meet in inquiry teams with content area and special education teachers servicing the same students. These inquiry teams analyse student work for progress in second language development, IEP goals, general education content, and integration of Common Core Standards. ESL teachers focus on ELLs language development in the inquiry team, and share progress reports with the rest of the team so that they may use the information about the student's progress in instructional decisions.

7. For dual language programs, answer the following:

a. How are the English-proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs for ELLs by analyzing 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.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Whenever a new student enrolls at Juan Morel Campos Secondary School, the parents are given a Home Language Identification Survey (HLIS) and an informal interview is performed by the licensed bilingual guidance counselor to determine the child's home language. The ESL Coordinator determines if the child speaks a language other than English and administers a Language Assessment Battery – Revised (LAB-R) test to determine English Proficiency. If the student is not proficient in English based on the hand scored LAB-R, then the student is administered the Spanish LAB-R. The licensed Bilingual Guidance Counselor interviews 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. The student is then placed with the appropriate bilingual or ESL class within 10 days of enrollment.
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.
After the new enrolled student is identified as an ELL, the ESL coordinator, Mr. Rolando Tiburcio – a licensed ESL teacher – notifies and encourages parents to attend an orientation so they can choose the appropriate program for their children. At the orientation they are informed of the 3 different programs (TBE, DLA, ESL) that are offered around the city and the program that we offer here at Juan Morel Campos. They are informed that their children can be placed in a bilingual class if there is sufficient number of entitled students with the same home language and grade level. If there are no sufficient students to form a Transitional Bilingual program, then they have the option to transfer their children to another school in the district that has TBE; and if they choose to leave their children at the school, he or she will be placed in a Freestanding English as a Second Language program. They are also informed that this placement is for the entire school year. Dual Language is not offered in this school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Mr. Rolando Tiburcio (ESL Coordinator) ensures that entitlement letters and Parent Survey and Program

Selection forms are returned, and secured/stored in his classroom in designated, locked filing cabinets with parent surveys and forms organized in a binder by the year. In September, Mr. Tiburcio distributes and collects the continued entitlement letters. 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.

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.
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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered by the four licensed ESL teachers and every Spring to all ELL students, including ELAND students and students who take New York State Alternate Assessments.
6. 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.) 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. 
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. 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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, 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. 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)?

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. 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 foster language development and meet the demands of the Common Core Learning Standards.

Four ESL teachers work in a Collaborative Model with ELA teachers and content area teachers. They provide the ELA and content area teachers with graphic organizers and other resources to use when teaching certain concepts to the ELL students. They also share strategies they can use (including QTEL strategies) in the classroom. In the bilingual classes both languages are used in each of the content areas. Native language support in Spanish or Yiddish is used in the classrooms. As the students become more proficient in English, the percentage of the native language is reduced and the percentage of English is

increased. The teachers that provide native language support in Spanish use the RIGOR program content area books in Spanish (both Levels I and II) and the textbook series, "Navegando". The teachers that provide native language support in Yiddish use Yiddish language and reading books, teacher-made materials and Yiddish music. Difficult concepts are taught in a myriad of ways, including modeling and the use of manipulatives, visual aids, etc. Spelling and writing are reinforced so that students learn important skills that help their oral language as well. Students learn from each other and are encouraged to discuss their learning through small group discussions in the classrooms. In addition, an after school PM School for all high school ELLs provides Regents Prep and content area support in Global History, United States History, Algebra, and Geometry in Spanish (note that the high school ELLs who are Yiddish speaking are New York State Alternate Assessment students that do not take Regents examinations). Spanish textbooks in the content area and sample Regents examinations in Spanish are used for the PM School HS ELL Program. Students are coached in "close reading" strategies involving several re-reads of a text, and teachers use text dependent questions to encourage students to use text to construct their understandings. Instruction is differentiated with supporting tools to help students access text with grade-level complexity and content.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ESL and bilingual teachers provide a range of supports for evaluating students in their native languages. Beginners are offered assessments that are fully translated into the native language, or parts are offered in parallel with English and Spanish. Where written translation is not offered, oral translation is provided as needed. In situations where native language literacy is limited, oral evaluations are done to assess understanding. Assessments are tailored to students' strengths as determined by modality analysis either in speaking/listening or in reading/writing. Teachers progressively remove language scaffolds to continuously challenge students' English language development, but basic scaffolds such as glossaries are maintained.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL and bilingual teachers use modality analysis to identify student strengths and needs, and tailor evaluations to the strengths. Evaluations in content areas that are primarily reading/writing are modified to include speaking/listening sections so that ELLs are continuously practicing and being evaluated in all four modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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. The alternative placement paraprofessional enables these students to participate fully in general education classrooms alongside their non-disabled peers. The special education supervisor (Assistant Principal, Jason Rosenbaum) reviews the IEPs of ELL students and meets with the Special Education and ESL teams to see that all mandates are met in the least restrictive setting possible, and additional supports are provided when needed for a student to participate more fully with non-disabled peers.

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

Language(s) of

Class/Content Area

Language(s) of

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

Area	Instruction			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	45 minutes per day	45 minutes per day	45 minutes per day

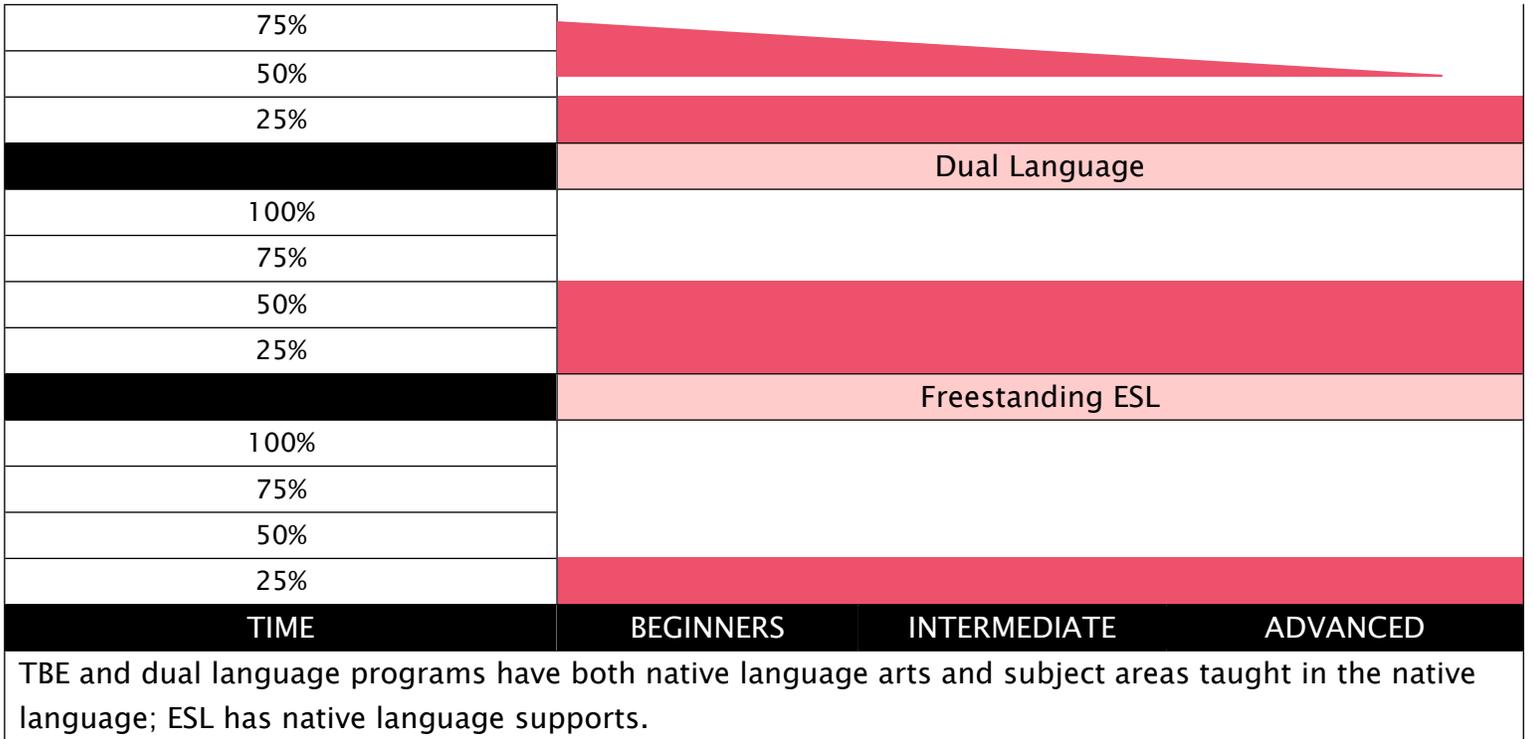
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12

	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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	



B. Programming and Scheduling Information--Continued

9. 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.
- 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).
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is effective in moving ELLs toward proficiency in all four modalities as evidenced by the NYSESLAT scores. We utilize the Rosetta Stone, listening centers and after-school to monitor and respond to intervention as needed.
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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. Our bilingual Parent Coordinator and several bilingual paraprofessionals serve as translators at these events. Our full 6th grade is offered a free afterschool program run by a Community Based Organization which also included literacy tutoring, and ELLs are included in this program on the same basis as all other students. Several of the CBO staff speak Spanish and they work with ELL students and their families to facilitate involvement in the program. Grades 7–12 are offered free Extended Learning Time (ELT) three days per week which offers support in various subject areas and club activities; ESL teachers are part of this program and funds are set aside to pay for paraprofessionals to support ELLs with IEPs in ELT. ELLs also have the opportunity to participate in supplemental ESL / bilingual instruction after school and on Saturdays throughout the school year.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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 English proficiency.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The resources utilized in our program are in accordance with the grade bands in the Common Core Learning Standards. Texts such as *The Crucible*, *Romeo and Juliet*, *Of Mice and Men*, and *Othello* are read and analyzed by the ELL population.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
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.
18. What language electives are offered to ELLs?
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.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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. Certificates of training received are maintained in teacher personell files.

2. All ESL teachers participate in school-wide training in implementing CCLS. They collaborate with content area teachers to plan for modifications that support ELLs. ESL teachers are given the time and opportunity to attend Common Core training through the DOE Office of ELLs, as well as the CCLS training offered to content area teachers through network or district professional development opportunities.

3. 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.

4. 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. 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. iMentor connects students with college graduates who are working professionals to offer a role model and practical guidance in pursuing a college education.

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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Juan Morel Campos

School DBN: 14K071

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eric Fraser	Principal		1/6/14
Jason Rosenbaum	Assistant Principal		1/6/14
Nerreida Pena	Parent Coordinator		1/6/14
Rolando Tiburcio	ESL Teacher		1/6/14
	Parent		1/6/14
	Teacher/Subject Area		1/6/14
	Teacher/Subject Area		
Melissa Moskowitz/SpEd	Coach		1/6/14
Greg Hargraeves/Math	Coach		1/6/14
Patricia Knight	Guidance Counselor		1/6/14
Kathy Pelles	Network Leader		1/6/14
Magdala Bastien	Other <u>Bilingual Teacher</u>		1/6/14
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 Network: 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.

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 the primary home language. For students coming to our school from other schools in the NYCDOE, home language is questioned and assessed at parent orientations, surveys and on emergency "blue cards", as well as by our parent coordinator during casual contact with families in our main office. The parent coordinator records all this information and cross references with home language as indicated in ATS.

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.

Our school has a student population comprised of 26% ELL, all but three of whom have Spanish as their native language, and in addition 81% identify as Hispanic. These figures have been stable for several years, and are reviewed at full staff conferences in September and June of each year. The rare exceptions to the dominance of Spanish as home language other than English, such as our currently enrolled three Arabic speaking ELL students, are presented to the students' teachers by the ELL teachers familiar with the families.

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.

Due to the overwhelming dominance of Spanish as the home language for many of our students, we have a policy of all written notices that go home with students to be delivered in both English and Spanish. Written translation of documents is done in-house by our bilingual Guidance Counselor.

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.

The front office of the school is staffed by our Spanish bilingual Parent Coordinator for the specific purpose of having a Spanish speaking staff member as the primary contact for any visitor. If the family member needs to speak with other staff members who do not speak Spanish, the Parent Coordinator will accompany them for oral translation, or will arrange for another bilingual or fluent Spanish speaking staff member to accompany the family member. During Parent-Teacher conferences, bilingual or fluent Spanish speaking guidance counselors and paraprofessionals are assigned to work with grade teams to provide oral translation.

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>.

The school fulfills the regulation by, a) in September, sending home with all students a copy of the Bill of Parent Rights and Responsibilities in both English and Spanish, b) posting a notice indicating the availability of interpretation services at the entrance of the main office, where all visitors are directed upon entrance to the building, c) the school's administrative office is staffed with Spanish speakers to ensure that all families can be served efficiently, d) all signage relating to translation services is posted in both English and Spanish, and all forms are available and distributed in both languages.

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 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	