



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: JOHN ADAMS HIGH SCHOOL

DBN (i.e. 01M001): 27Q480

Principal: DANIEL SCANLON

Principal Email: DSCANLO@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: ALEXIS PENZELL

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
Daniel Scanlon	*Principal or Designee	
Thomas Maher	*UFT Chapter Leader or Designee	
Fernando Leana	*PA/PTA President or Designated Co-President	
--	DC 37 Representative, if applicable	
Karlana Jenkins Danny Messina	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joanna Cohen	Member/ CSA Representative	
Susan Panzer	Member/ Teacher	
Elizabeth Patti	Member/ Teacher	
James Pitman	Member/ Teacher	
Ann Murray	Member/ Parent	
Louisa Ponce	Member/ Parent	
Kathleen Rodriguez	Member/ Parent	
Elizabeth Sanchez Rocca	Member/ Parent	
Baiyina Shahid	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

	School Leadership Team Signature Page
	The SCEP Overview
	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)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 27Q480

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	2838	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	66	# SETSS	20	# Integrated Collaborative Teaching	301
Types and Number of Special Classes (2013-14)					
# Visual Arts	75	# Music	62	# Drama	N/A
# Foreign Language	222	# Dance	N/A	# CTE	31
School Composition (2012-13)					
% Title I Population	71.6%	% Attendance Rate			77.6%
% Free Lunch	77.2%	% Reduced Lunch			8.2%
% Limited English Proficient	17.5%	% Students with Disabilities			13.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	5.1%	% Black or African American			27.4%
% Hispanic or Latino	37.2%	% Asian or Native Hawaiian/Pacific Islander			26.6%
% White	3.4%	% Multi-Racial			0.1%
Personnel (2012-13)					
Years Principal Assigned to School	0.33	# of Assistant Principals			12
# of Deans	10	# of Counselors/Social Workers			13
% of Teachers with No Valid Teaching Certificate	1.5%	% Teaching Out of Certification			6.6%
% Teaching with Fewer Than 3 Years of Experience	22.1%	Average Teacher Absences			6.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	62.1%	Mathematics Performance at levels 3 & 4			48.4%
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			52.2%
6 Year Graduation Rate	70.4%				
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		N/A
Hispanic or Latino	N/A	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	N/A			
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	N/A	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	N/A			
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	N/A	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	N/A			

Accountability Status – High Schools

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

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.			
The SCEP for SY 12-13 focused on creating and implementing the systems and structures necessary for the school to begin making systemic changes regarding data driven instruction and feedback to teachers, and acknowledged the necessity for changes in school culture. The systems and structures created during SY 12-13 are scaffolded upon in the SCEP for SY 13-14.			
Describe the areas for improvement in your school's 12-13 SCEP.			
The SY 12-13 SCEP would benefit from a closer linkage between strategies and indicators of progress.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Barriers and challenges encountered with the SY 12-13 SCEP centered more on implementation than development. The reasons for this largely center on past school practices and culture, including:			
<ul style="list-style-type: none"> • The need to correct past programming errors by analyzing approximately 3100 student transcripts and revising course requirements and AIS supports as determined by assessed need. • The necessity of reshaping or, more frequently, creating structures and systems for virtually every school function and activity • Addressing and implementing steps to change major aspects of school culture, define responsibilities, establish communication, and introduce accountability. 			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The SY 12-13 SCEP was successfully implemented in that all of the structures and systems described within were developed and implemented. This was recognized in the SY 12-13 Quality Review, which also provided suggestions as to where that work should be strengthened and deepened. The SCEP for SY 13-14 builds on the structures developed in the previous year and is aligned with the recommendations of the Quality Review.			
Were all the goals within your school's 12-13 SCEP accomplished?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>
If all the goals were not accomplished, provide an explanation.			
Goals were met in that all systems and structures were created, but the increase in student and parent engagement did not meet the targeted goals.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>

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.			
Anticipated barriers and challenges related to the current SCEP focus more on its implementation as opposed to its development. Included among these are:			
<ul style="list-style-type: none"> • The necessity of providing deep and ongoing PD and supports to key personnel charged with the task of implementation. • Budgetary constraints. 			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The SY 13-14 student academic achievement targets for identified sub groups are:			
<ul style="list-style-type: none"> • Demonstrate a 2% increase in attendance for Cohort S • Increase by 5% college and career preparation classes for Cohort Q • Increase second year credit accumulation by 5% 			
Describe how the school leader(s) will communicate with school staff and the community.			
Communication between school leaders and school staff and the community will be conducted both through formal and informal methods, including:			
<ul style="list-style-type: none"> • Weekly Principal Newsletters to all staff members • Weekly meetings with assistant principals and directors • Monthly SLT meetings • Regular meetings with student government and leadership • Weekly newsletters to the home • Updates and announcements on the school website 			
Describe your theory of action at the core of your school's SCEP.			
In order for learning to occur both students and adults must be meaningfully engaged in instruction. For adults this engagement centers on the inquiry process and subsequent planning and instruction, while for students it occurs when lessons support			

thinking and appropriate levels of rigor.

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

- Since there is a strong connection between adult learning and student learning, adults must be provided with ongoing opportunities for meaningful professional development, targeted to strengthening their ability to provide supports data indicates are needed by their students. This professional development occurs within the structure of both content based and small learning community centered common planning time. In order to norm supports provided, common planning time facilitators (APs Supervision for department based CPT and teacher-directors for SLC CPT) meet in weekly planning sessions. In order to differentiate and support the needs of individual teachers APs Supervision have identified current levels of teacher effectiveness and created action plans for providing the appropriate supports. In addition to regular and ongoing classroom visits the impact of this professional development with respect to improving student learning and outcomes is measured through monthly Regents pre-assessments and analysis of CCLS aligned performance tasks.

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

The key elements of the John Adams SCEP include:

- A continuation of the emphasis on adult learning in order to support student learning.
- The continued focus on meaningful engagement as the basis for student learning.
- Specific strategies to address areas indicated as developing in the 2012-2013 Quality Review
- An emphasis on teacher collaboration by content, grade level, and through an interdisciplinary approach.

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

John Adams HS received a proficient rating in four of the five Systems for Improvement measured in the SY 12-13 Quality Review. These Systems for Improvement were aligned with the goals contained in the SY 12-13 SCEP. The SY 12-13 Progress Reports indicated an increase in three of the four categories measured.

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).							
Align professional development, parent outreach, and learning experiences to promote academic and personal behaviors such as motivation, work habits/organizational skills, and resilience correlated with college and career readiness.							
Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	D

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.			
x	2.2 School leader's vision		2.3 Systems and structures for school development
X	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.	
The 2013-2014 school Quality Review will recognize the strategies implemented to change school culture from a punitive culture to one becoming more supportive of both emotional and social needs as well as college and career readiness.	

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	
<ol style="list-style-type: none"> 1. Small Learning Communities will continue to be strengthened through strategies such as branding, SLC developed and specific awards and ceremonies, and inter-SLC competitions. 2. Ongoing implementation of the Positive Behavioral Interventions and Supports (PBIS) program will promote proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. 3. A Success Academy will be created to address the specific academic, social, and emotional needs of over-age, under-credited students. 4. The Guidance Department will increase its support of at-risk students through the creation of counseling groups, development of a plan for students returning from long-term absences, and involvement with the Success Academy. 5. A Scholars' Common will be created to support on-track, high achieving students. 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> 1. Principal, SLC Directors 2. Principal, AP Health and Phys Ed, PBIS Committee 3. Principal, AP Guidance, AP Security and Student Life, Guidance Counselors 4. Principal, AP Guidance, Guidance Counselors 5. Principal, AP English, Teacher Facilitator 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> 1. Increase in attendance and credit accumulation; decrease in dean referrals; scheduling of SLC events and activities 2. Increase in attendance and credit accumulation; decrease in dean referrals; reformatting of structures such as referral forms and the sweep room to reflect alignment with PBIS principles. 3. Increase in attendance and credit accumulation; decrease in dean referrals. 4. Increase in attendance and credit accumulation; decrease in dean referrals. 5. Increase in college readiness. 	
D. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> 1. By Feb. 2014 each SLC will hold at least one SLC specific activity or event; by June 2014 all SLCs will compete in an SLC based, school wide activity. 2. In Sept. 2013 students and staff will be introduced to PBIS principles, with further implementation ongoing throughout the school year. By June 2014 Guidance and Security should be fully aligned with PBIS. 3. Success Academy begins Sept, 2013, with targeted students showing improvements in attendance and credit accumulation in Feb. and June 2014 when compared to the previous year. 	

4. By Oct. 2013 all counselors will facilitate a specific group, with targeted students showing improvements in attendance and credit accumulation in Feb. and June 2014.
5. Planning for a Scholars' Common will begin by Oct. 2013, with an identified space and curriculum in place by Feb. 2014.

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

1. Planning will occur during weekly Directors' meetings and in SLC common planning time.
2. The PBIS committee will meet during regularly scheduled weekly meetings, with outreach to staff members occurring during SLC common planning time.
3. Over-age, under-credited students will be identified by the APs Security and Guidance, along with counselors. Success Academy classes will be taught by deans involved with PBIS and supported through counseling sessions.
4. Guidance counselors will identify students targeted for group sessions based on individual student need.
5. Eligible juniors and seniors will be targeted and programmed for courses created in alignment with the Scholars' Common.

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		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 Priority / Focus

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	X	PF College & Career Readiness		PF Common Core
X	PF ELT		PF Inquiry Teams	X	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 #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).

Deepen the planning and implementation of coherent Common core Learning Standards aligned units of study with embedded performance tasks and complex texts that emphasize higher levels of thinking for a diversity of students.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	D
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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.

X	3.2 Enact curriculum	X	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.

By June 2014 detailed lessons sequenced to build towards rigor and culminate in CCLS aligned performance tasks will be provided for all curricula.

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 planning of detailed and sequenced lessons aligned with both NYS and CCLS will be undertaken by teachers working in both content based and interdisciplinary teams, facilitated by APs Supervision and supported by the principal and PSO.
 - Teacher teams will analyze the skills and content requirements of each unit's performance tasks and develop lessons accordingly.
 - Performance tasks will be analyzed to determine which skills need to be reinforced in subsequent units.
 - Teacher teams will analyze student ability to identify the main idea and supporting evidence in texts of varying complexity.
2. The achievement gap will be closed through the collaboration of General Ed, ELL, and ISS teachers.
 - Teachers of ELLs and SWDs will work with General Ed teachers to develop lessons which incorporate instructional strategies for providing rigor for all students.

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

- Principal, Assistant Principals Supervision, New Visions staff.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Teacher lesson plans will reflect alignment with CCLS and skills and content required for successful student completion of the performance assessment.
 - Classroom observations will identify indicators of rigor for all students.
- D. Timeline for implementation and completion including start and end dates**
- CCLS curriculum maps will be supplemented with a calendar of aims, aligned with the CCLS, prior to the start of each unit. Teacher teams will collaborate on lessons during the course of the unit. Student samples of completed performance tasks will be analyzed at the completion of each unit and used as the basis for determining which skills have been learned and which must be reviewed and/or reinforced.
 - Review and analysis of performance tasks will indicate increased student skill levels.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- All teachers have been programmed for both department and small learning community based common planning time.

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

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	X	PF Common Core
	PF ELT		PF Inquiry Teams	X	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).

Ensure consistent use of scaffolds, discussion techniques, and other effective instructional strategies across classrooms to provide multiple entry points to learning tasks and elevate the level of thinking for all students including ELLs and SWDs.

Review Type:	Quality Review	Year:	2013-2014	Page Number:	6	HEDI Rating:	D
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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	X	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	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 2014 indicators of meaningful student engagement strategies, providing rigor for all learners, will be evident in at least half of all classes.

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

- The principal will provide PD to Assistant Principals Supervision to support them in planning for, identifying, and implementing rigor and engagement, and in turn keying this PD to their departments.
- ELL, ISS, and General Ed teachers will collaborate in the development of lesson plans supporting engagement and rigor for all students, in common planning time sessions facilitated by APs Supervision.

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

- Principal, Assistant Principals Supervision, UFT Teacher Center
- Principal, Assistant Principals Supervision, UFT Teacher Center, Teacher Teams

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Observations and Advance evaluations will reflect an increasing percentage of effective ratings in components 3b and 3c.
D. Timeline for implementation and completion including start and end dates
1. PD will begin in Sept. 2013 and be ongoing, on a weekly basis, throughout the year. Supports will be provided to individual APs when appropriate.
2. Lesson planning will begin in Sept. 2013 and continue on a weekly basis through department and SLC common planning time throughout the school year.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The principal and Assistant Principals Supervision meet for professional development on a weekly basis. The principal meets with APs needing additional support on a one-to-one basis.
2. All teachers have been programmed for both department based and small learning community common planning time.

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

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	X	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	X	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).				
Strengthen school and classroom culture through the expansion of professional learning, student services, and classroom routines that foster student voice and adoption of academic and personal behaviors aligned with college and career readiness for all students.				
Review Type:	Quality Review	Year:	2013-2014	Page Number: 5
		HEDI Rating:	D	

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	x	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	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 2014 students will positively increase their view of how adults at JAHS support their social, emotional and development health by 5% as evidenced by the engagement portion of the NYC Environmental Survey.	

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. Ongoing implementation of the Positive Behavioral Interventions and Supports (PBIS) program to promote proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment.
2. Continued promotion of students to the least restrictive environment will continue, with ongoing monitoring of academic, social, and emotional goals by all related support staff.
3. Expansion of award/incentive system for supporting attendance, academics, and behavior.
4. Implementation of a Success Academy program to support the academic, social, and emotional needs of over-age, under-credited students.

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

1. Principal; Assistant Principals ISS, Guidance, Health/Phys Ed and Security/Student Life; guidance counselors; directors.
 2. Principal, Assistant Principals ISS and Guidance; guidance counselors; directors.
 3. Principal; directors
 4. Principal; Assistant Principals Guidance and Security/Student Life; guidance counselors
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Reduction in student referrals and suspension; increase in "Rack 'em Ups" student incentives
 2. Increase in percentage of ISS graduating with other than IEP.
 3. Increase in attendance and credit accumulation accompanied with a decrease in student referrals.
 4. Increase in attendance and credit accumulation for over-age, under-credited students.
- D. Timeline for implementation and completion including start and end dates**
1. PBIS implementation beginning in Sept. 2013 and ongoing throughout SY 13-14
 2. Ongoing review of IEPs
 3. Academic incentives beginning in Fall 2013 based Spring 2013 data and ongoing throughout SY 13-14
 4. Implementation of Success Academy in Fall 2013 with ongoing monitoring and assessment throughout SY 13-14.
 - 5.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. PBIS team members meet during regularly programmed common planning times.
 2. Reviews
 3. Incentives determined during common planning times
 4. Students eligible for Success Academy identified by guidance counselors and AP Security/Student Life in Aug/Sept. 2013.

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		Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
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. .											
X	PF AIS		PF CTE		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		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).				
Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them				
Review Type:	Quality Review	Year:	2012-2013	Page Number: 8
				HEDI Rating: D

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	x	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	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.
Increase parental involvement in all school activities in all grades by June 2013.

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"> Expand parent workshops, particularly with respect to graduation requirements and college readiness. Improve communication between the school and home through continuation of monthly parent newsletters and expansion of the school website. Implement teacher-parent advisory style meetings reviewing work and attendance of targeted students and facilitated by the students themselves.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Principal, AP Guidance, Parent Coordinator, guidance counselors, directors. Principal, APs, Parent Coordinator, guidance counselors, directors. Principal, AP Guidance, Parent Coordinator, guidance counselors, directors, teacher teams.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> By June 2014 parental participation in Open School and parent workshops will have increased by 2% over June 2013. By Feb. 2013 the school website will contain a parent page with specific information regarding topics such as registering for skedula, parent workshop dates, graduation requirements, and college readiness. By June 2014 advisory style meetings will be offered and held to the parents of targeted students.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> College based parent Saturday workshops will begin in Jan. 2014. Creation of a school website parent page by Feb. 2014 with regular updates as needed. Monthly parent newsletters will begin by Oct. 2013 with new issues on a monthly basis throughout SY 13-14. Students to be identified in Feb. 2014 based on attendance and scholarship information for the fall 2013 semester, with meetings scheduled Feb-April, 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Supports to be provided by New Visions, Principal, AP Guidance, SLT, Parent Coordinator, PA, and College Office. Website maintained by school data specialist; newsletter created by Parent Coordinator with contributions from PA, Principal, APs, Directors Principal, Assistant Principal Guidance, Guidance Counselors, Directors, Parent Coordinator.

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		Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
NA											
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	X	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 June 2014, at least 50% of AIS-eligible students will participate in at least one ELT program at John Adams HS.

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. **Weekday Tutoring**
2. **Saturday Tutoring**
3. **Saturday Classes**
4. **SAT Tutoring**
5. **AP Exam Tutoring**
6. **APEX**
7. **Literacy/Numeracy**
8. **Art**
9. **Dance**
10. **Academic-Related Clubs**

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

1. **Staff: APs, teachers**
2. **Staff: AP, teachers**
3. **Staff: AP, teachers**
4. **Staff: AP. Teachers**
5. **Staff: AP, Teachers**
6. **Staff: APs, Teachers**
7. **Staff: APs, Teachers**
8. **Staff: APs, teachers/CBO: Urban Arts Partnership**
9. **Staff: APs, teachers/CBO: Urban Arts Partnership**
10. **Staff: APs, Teachers**

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

1. All Students who failed one or more classes and those that need Regents Exams
2. All Students who failed one or more classes and those that need Regents Exams
3. All LEP Students
4. All Students
5. All Students in AP Courses
6. Students in Cohorts P, Q, R, and S who are behind in credit
7. Students who are in 9th grade who scored Level 1 on the mathematics or ELA 8th grade exam
8. All Students
9. All Students
10. All 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.

1, 8, 9, 10	21 st Century		Tax Levy		Title I SWP		Title I TA	2, 4, 5, 6, 7	Title I PF		C4E
1,3	Title III		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.

For Art(#8) and Dance(#9) is facilitated by both a licensed John Adams High School Teacher and a Teaching Artist from Urban Arts Partnership. The Teaching Artist is the lead teacher and creates the curriculum for each of the programs to run

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

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.

Our ELT program offers students opportunities for academic intervention, credit accumulation, arts enrichment, and academic clubs

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

1. **Weekday/Saturday Tutoring:** small-group tutoring classes in the major Regents subjects offered throughout the year
 2. **Saturday Classes:** Classes in
 3. **SAT Tutoring:** Math/ELA Tutoring for the SAT for all students
 4. **AP Exam Tutoring:** Subject-specific tutoring for the AP exams
 5. **APEX: Blended-Learning Credit Accumulation Classes** for Cohorts P, Q, R
 6. **Literacy/Numeracy:** AIS classes for 9th graders who scored a 1 on the Math and/or ELA 8th grade exam
 7. **Art:** A art class taught by both a teacher and a teaching artist that is open for all students
 8. **Dance:** A dance class taught by both a teacher and a teaching artist that is open for all students
- Academic-Related Clubs: Model UN, Mock Trial/Moot Court, Jazz Band, – open to all students**

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

In terms of the AIS programs, teachers and APs of Supervision review data on what the students are understanding in their classes. After interpreting the data, the APs of Supervision help create a curriculum for the teachers in the AIS program. Having an Art and Dance program was as a result of a school-wide survey we gave to the students at the beginning of the school year. The three academic-related clubs have always been popular amongst our students

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.

1. The academic teachers (and counselors) recruit their students to attend AIS classes
2. Guidance counselors review transcripts and meet with students/parents for them to participate in APEX and AIS
3. Announcements/flyers/classroom recruiting are used for Art, Dance, and academic clubs
4. Phone calls and letters home

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

1. Teachers meet three times a week in Common Planning Time (CPT) to go over student data. During this time, they use the data to drive the type of instruction in ELT.
2. Our teacher-leaders that meet weekly in our SAM program, actively review all programs at John Adams and makes changes to them as necessary if the data calls for it

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.

At the end of each semester, we will review the scholarship of the student body and those that are receiving ELT services.

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.)
<p>ELA</p>	<p>Tutoring ICT classes ELL Classes Honors Classes College Now Classes Reading Horizons Study Sync Mind On/Mind Play Reading Saturday Tutoring</p> <p>Using the following strategies: Incorporation of more non-fiction pieces of writing to increase text complexity Close-Reading of texts & Annotating Texts to provide evidence when making claims Inferencing techniques in multiple choice questioning Scaffolded writing through Graphic Organizers Higher Level questioning to promote Critical Thinking Argumentative writing prompts requiring students to support claims with textual evidence Discussion Chains Think Pair Share Socratic Seminars Hochman Writing Strategies to master writing on the sentence level, the paragraph, level, and the essay.</p>	<p>Small group Targeted Classes Targeted Classes Targeted Classes Targeted Classes one-to-one Small group Small group Small group</p>	<p>Before/After School During the school day Saturdays</p>

	Research Paper writing to prepare for college.		
Mathematics	<p>Tutoring program Regents prep classes Makeup classes, Saturday tutoring program ISS Classes ELL Classes Honor Classes College Now Classes</p> <p><u>Please see below some of the strategies the teachers are using in these programs:</u> Higher Level questioning to promote Critical Thinking. Discussion Chains. Think Pair Share. Model with Mathematics. Construct viable arguments and critique the reasoning of others. Reason abstractly and quantitatively. Make sense of problems and persevere in solving them</p>	<p>Small group Targeted classes Targeted classes Small group Smaller classes Smaller classes Regular classes Regular classes</p>	<p>After school During the school day After school and Saturday Saturday During the school day During the school day During the school day After School</p>
Science	<p>Tutoring: Guided practice ELL: Reading comprehension / writing (Coding; Popcorn reading; Cornell note taking Lab classes: Guided Practice / laboratory work ICT Classes: DOK, text analysis and interpretation (reading comprehension) At Risk Seniors: Content area vocabulary / data analysis and interpretation (text visuals)</p>	<p>Group / Individual Group / Individual</p> <p>Whole group / Small group</p> <p>Group / Individual</p> <p>Group / Individual</p>	<p>Daily: before, during, after school Daily Tues/Thurs after school; Saturday morning/ early afternoon Daily Daily</p>
Social Studies	ICT Classes:	Whole group/Small	<i>Daily</i>

	<p>Differentiation of text Tutoring: Guided Practice ELL: Differentiation of text At risk Seniors: Focus on content area vocabulary Saturday Tutoring: Guided Practice</p>	<p>group/Individual Whole group/Small group/Individual Whole group/Small group/Individual Whole group / Small group individual Small Group / Individual</p>	<p>Before and After School day Daily Daily Friday and Saturday Weekly</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>School Psychologist ****Initials, re-evaluations, amendments and parent requests School Social Worker ****Crisis intervention, pupil personnel team conferences Related Service Guidance Counselors ****Mandated counseling to discuss academic support strategies and to address social and emotional concerns Guidance Counselors ****Providing at-risk counseling and crisis intervention for the students on their caseloads ****Running twelve preventative groups servicing 70 students using talk therapy. Pupil Personnel Team **** Meeting involving administrators guidance counselors attendance officers and SW and school psychologist to examine students who are in need of academic intervention services ****Prior to conducting Initial Special Education Evaluation ****Action Plans for each</p>	<p>Services are delivered in both group sessions and one-one meetings</p> <p>Services are delivered in both group sessions and one-to-one meetings</p> <p>Services are delivered in both group sessions and one-to-one meetings</p> <p>Services are delivered in group sessions</p>	<p>All services are provided during the school day</p>

students' AIS are discussed, examined, implemented and reviewed.

Global Kids
****Provides *Attendance Intervention/Dropout Prevention (AIDP) Support*

Youth at Risk (YAR)
****Mentoring and tutoring for 9th graders

Kids of Promise (KOP)
****A psycho-educationally based support group offered to students impacted by addiction or drug/alcohol abuse within the family system. It is facilitated by a trained SAP specialist and provides weekly lessons utilizing an 8-week curriculum. (Roughly 30 students will be enrolled in the program)

**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.
As a priority school, it is essential that we implement effective strategies for the recruitment and retention of highly qualified teachers: <ul style="list-style-type: none"> • Teachers participate in common planning time three days/week, with alternating SLC Week and Department Week. During SLC Week, teachers focus on, among other things, interdisciplinary instructional strategies, while strategies to address specific content area issues are addressed during Department Week. • Teachers receive frequent and meaningful feedback on instruction, and are provided with specific and easily "next step" suggestions. • Each staff member sets individualized goals and meets with the appropriate supervisor to self-reflect and assess progress towards reaching them. • Agendas for both common planning time and citywide PD days are based on data and needs assessment, with input from staff members. • Teachers are afforded the opportunities to develop their leadership skills through positions such as SLC director or participation in workshops focusing on topics such as the implementation of Judith Hochman's writing program.

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).
<ul style="list-style-type: none"> • Teachers are afforded the opportunity to attend professional conferences and visits to other schools. • Teacher programs for the Fall 2013 semester were created by the teacher-directors within their SLCs with feedback from AP Supervision. • To improve communication and promote understanding of a common, school wide focus, all staff members receive a weekly Principal's Newsletter providing both administrative and instructional updates. • We have introduced our first cohort of participants in a SAM (Scaffolded Apprentice Model) program in conjunction with Baruch College. Successful participants will meet the credentials for tomorrow's school leaders.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
John Adams HS is a conceptually consolidated school. Federal, state and local funds are pooled together to meet the intent and purpose of these individual funds. We work closely with the CFN 563 and New Visions to ensure that all compliance mandates are completed in the prescribed manner

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.
Periodic assessments are conducted in all grade levels and core subject areas. AP Supervisions generate uniform assessments administered on a monthly basis. During common planning time, the teachers analyze the results of the assessment. Based on these assessment results in conjunction with their Assistant Principal Supervision the curriculum is modified. All AP Supervision's provide their teachers with the necessary professional development in administering the assessments and the analysis of such data.

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

**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);

**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 27	Borough Queens	School Number 480
School Name John Adams		

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 Daniel Scanlon	Assistant Principal Breina Lampert
Coach	Coach
ESL Teacher M. Merwin	Guidance Counselor A. Castro
Teacher/Subject Area Fatima Flores/Math	Parent type here
Teacher/Subject Area Bernadette Coyoy/ History	Parent Coordinator L. Thomas
Related Service Provider J. Cohen	Other M. Walsh - Data Specialist
Network Leader(Only if working with the LAP team) type here	Other Guido Gonzalez

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.	13	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	3
Number of certified bilingual teachers currently teaching in a bilingual program	14	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	2902	Total number of ELLs	482	ELLs as share of total student population (%)	16.61%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish Bengali
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										12	18	8	3	41
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										27	24	18	18	87
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	39	42	26	21	128

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	482	Newcomers (ELLs receiving service 0-3 years)	395	ELL Students with Disabilities	49
SIFE	39	ELLs receiving service 4-6 years	58	Long-Term (completed 6+ years)	29

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		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	330	34	3	47			27		1	404
Dual Language										0
ESL	65	5	10	11		14	2		21	78
Total	395	39	13	58	0	14	29	0	22	482

Number of ELLs who have an alternate placement paraprofessional: 13

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										77	61	63	74	275
Bengali										27	25	38	39	129
SELECT ONE														0
TOTAL	0	104	86	101	113	404								

*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	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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														0
Chinese										1				1
Russian													1	1
Bengali														0
Urdu										3	3	2	4	12
Arabic										8	1	7	3	19
Haitian										1	1		1	3
French										2	1		1	4
Korean														0
Punjabi										4	4	5	7	20
Polish														0
Albanian														0
Other										6	1	4	7	18
TOTAL	0	0	0	0	0	0	0	0	0	25	11	18	24	78

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)										76	46	30	23	175

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										60	27	44	38	169
Advanced (A)										36	29	26	34	125
Total	0	0	0	0	0	0	0	0	0	172	102	100	95	469

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	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					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	208	0	46	0
Integrated Algebra	96	120	58	38
Geometry	80	49	42	15
Algebra 2/Trigonometry	17	0	1	0
Math				
Biology				
Chemistry	1	0	0	0
Earth Science	80	53	0	8
Living Environment	148	112	15	19
Physics	1	0	1	0
Global History and Geography	83	62	29	19
US History and Government	75	88	19	28
Foreign Language				
Other				
Other				
NYSAA ELA	1		1	
NYSAA Mathematics	1		1	
NYSAA Social Studies	1		1	
NYSAA Science	1		1	

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)	63	53	60	53				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The total population of 446 students is fairly evenly distributed across the grade levels although ninth grade comprises the largest percentage (34%) and tenth grade comprises the lowest percentage (20%). Eleventh and twelfth grade comprises 23% in each grade level.

School	Grade 9	Grade 10	Grade 11	Grade 12	
Beginner	31%	35%	40%	27%	23%
Intermediate	35%	36%	27%	42%	38%
Advanced	24%	19%	24%	22%	34%
Proficient	10%	11%	9%	10%	9%

While the greatest percentage of students falls into the Beginning and Intermediate categories for each grade level, the percentages drop from a high of 71% for the 9th grade to 61% for the 12th grade.

Most noticeable in a review of the data is that there remains a high percentage of Beginning and Intermediate students in the upper grades (Grade 11 and 12). Especially problematic is the fact that the 61% of the Grade 12 students have the same expectation for meeting graduation requirements as students who are native English speakers.

Recognizing that each grade is a different population so it is difficult to draw conclusions about long term change, it seems curious that the percentages in each category remain relatively stable across the grade levels.

3. 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 [AMAo tool](#))

Paste response to question here:

4. For each program, answer the following:
- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

As most content area exams are given in students' native languages, ELLs fare better in the content area exams. Issues arise with ELLs taking the ELA Regents as they need a fluency in English in order to pass the exams and graduate.

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](#).)

Paste response to question here:

6. How do you make sure that a child’s second language development is considered in instructional decisions?
Speakers of Spanish, Bangla and Hindi have a full period of instruction in their Native language each day. If we do not offer the native language, support is given in that language through tutoring with teachers that speak that language.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our program is determined in a variety of ways. Since students come in with different levels of proficiency in English and their own native language we need to look a variety of assessments. The NYSESLAT scores helps us to determine whether the teaching methodologies we use are effective in helping student acquire the english language. The English and Math regents are used to determine if we meet AYP in a given year. In our 2011-2012 report card we met AYP in mathematics but fell short of meeting

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](#).)
When a new student enters the building he or she is brought to our attendance office to fill out the enrollment paperwork with the guardian. If the guardian speaks English, then one of the teachers in the attendance office interviews the guardian and fills out the Home Language Survey. If the parent does not speak English the attendance office contacts the LAB-BESIS Coordinator (Ms. Meghan Merwin) and a translator is located in the building. The LAB-BESIS Coordinator interviews the parent with the translator's help. On the rare occasion that the family speaks a language that we do not have at John Adams High School, the LAB-BESIS coordinator contacts Translation Services provided by the DOE and goes over the paperwork through a translator over the phone. If the parent marks that the student speaks a language other than English at home, then the student is sent to the ESL guidance suite to meet with his new guidance counselor (Ms. Ana Castro if the student is an 11th or 12th grader and Ms. Sonia Rivera if the student is a 9th or 10th grader.) and the LAB-BESIS Coordinator. The guidance counselor reviews his paperwork and looks over his transcript while the LAB-BESIS Coordinator administers an informal interview to assess if the student speaks any English. Within ten days from enrollment, the LAB-R is administered to the student. Currently, the student is tested the same day he is enrolled so that we may give him the correct schedule as soon as possible. The LAB-R is administered in a small office that is connected to the library. The LAB-BESIS Coordinator administers the test and once she scores the test, she gives the information to the guidance counselor so she can create the correct schedule.
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.
When a parent comes to John Adams High School to enroll his/her child the LAB-BESIS coordinator meets with the parent to show them the parent video. The parent is invited to sit at a computer in the guidance suite and watch the video from the DOE website. The parent is given headphones and encouraged to watch the video in their home language. After the parent is finished watching the video, the LAB-BESIS coordinator reviews the three different options (Transitional Bilingual, Dual Language, and Freestanding ESL) with the parent and asks the parent to fill out the "Parent Survey and Program Selection Form" based on their preferences. If the parent does not speak English, the LAB-BESIS coordinator has a translator (either an NLA teacher or one of the guidance counselors) to discuss the options with the parent.
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 [\[see tool kit\]](#).)
The parent is asked to fill out the "Parent Survey and Program Selection Form" at the time of enrollment. An ESL Orientation Parent Meeting is held each month to introduce parents to NYC school system and graduate requirements. During this meeting we also meet with parents who did not come to enroll their child and have them watch the video on a computer in the library where the meeting is held. Entitlement letters are sent out once a month by the LAB-BESIS coordinator.
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.
After watching the parent video, the guidance counselor looks over the "Parent Survey and Program Selection Form" and speak to the parent about the different options. The guidance counselor places the student in the program that the parent requests. Both the ESL guidance counselors are native Spanish speakers so they are able to communicate with our Latino parents in their native languages. If the parent does not speak English and is not Latino, we have NLA teachers who speak both Bangla and Hindi. If the

parent requires a different language, we have a LAB-BESIS coordinator who speaks French, a paraprofessional who speaks Punjabi and various teachers who speak Arabic, Hindi and Haitian Creole. We also have a computer technician who speaks Mandarin. If we had a parent who came to John Adams who spoke a language that we did not speak here, we would use the DOE's translation services.

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.
- Prior to administration of the NYSESLAT, all ESL teachers were involved in three professional development periods during Common Planning Time to acquaint themselves with the new changes made to the exam and the new guidelines for administration. Subsequently, two additional periods served as norming sessions for the Speaking and Writing subtests of the exam for the Spring 2013. ESL teachers also received letters with NYSESLAT shipment dates, tentative administration dates, and checklists for administration of each subtest as well as packets that included an administration booklet, a CD and a test booklet for further review.
 - For the Speaking subtest administration, a two week schedule was created from April 22, 2013 to May 3, 2013 to accommodate two to three ESL teachers and their classes per each instructional period in the library. The week of April 22 to April 26 was used for administration of the Speaking subtest and the week of April 29 was used as a make-up week. ESL teachers were positioned at different offices within the library to administer and simultaneously score the Speaking subtest. Each student was tested by an ESL teacher who was not their respective ESL teacher for an estimated time of 15 minutes per student. LABESIS performed outreach during the school day and after school to ensure that each student who was present during the school day was tested. Additional outreach was conducted for students who were persistently absent from school.
 - For the Listening subtest administration, each ESL teacher was provided with a portable CD radio, a Listening CD as well as an envelope that included a folder with a class list, scantrons and student booklets for each student in their ESL classes. Such subtest was administered inside the classroom by the ESL teacher who circulated around the room to ensure that all students were recording their responses properly in their answer sheet. Students who were absent during the day of the test, were administered the Listening subtest in a separate location by an ESL teacher when they were present in school after continuous outreach inside and outside of the school.
 - For the administration of the Reading and Writing subtests, each ESL teacher was provided with an envelope that included a folder with a class list, scantrons and student booklets for each student in their ESL classes. Both subtests were administered inside the classroom by the ESL teacher who circulated around the room to ensure that all students were recording their responses properly in their answer sheet. Students were provided with as much time as possible to complete each subtest. Students who were absent during the day of the test, were administered each subtest in a separate location by an ESL teacher when they were present in school after continuous outreach inside and outside of the school.
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. 
- In 2013 we have had 95 new ESL students enrolled at John Adams High School. Of the 95 students, 16% were Bengali, 24% were Punjabi and 48% were Latino.
- BENGALI:** The majority of the Bengali students that come to our school test (LAB-R) in the Advanced ESL level if they arrive in the upper grades (6.3%), but we also find that we have a large number that are Beginners (4.2%) and Proficient (5.2%). All of the ESL Bengali parents select the Transitional Bilingual Program for their children.
- PUNJABI:** Our school has seen a rise in Punjabi student enrollment. The majority of the students who have enrolled this year do speak some English. 48% of the Punjabi students have received an Advanced score on the LAB-R (11 students). The rest of the students have either tested Proficient (5 students) or Intermediate (5 students). Only one of our Punjabi students had already been in the NYC school system and returned to New York after returning home to India. Our Punjabi parents are requesting that their students are placed in the ESL program and it seems that most parents select this because their child was already attending some classes in English in India.
- SPANISH:** John Adams continues to have a large percentage of its students coming from Spanish speaking countries--- from South America, the Caribbean and Central America. This year we have welcomed 46 Latino students. Of the 46 students that

enrolled this year at John Adams, seven students were readmits, meaning they had attended NYC public schools in the past but left the United States to return to their home country for a time before returning to New York City. Of the 46 Latino students, 58% of the students have tested Beginner on the LAB-R. Only 15% tested Intermediate, 4% were Advanced and 4% were Proficient. As you can see, the majority of the Latino students coming into our school do not speak English and for that reason, our parents are choosing to place their students in our Spanish Transitional Bilingual Program. All of our Latino parents select the Transitional Bilingual Program for their children.

As of now our programs are aligned to meet the needs of our ELLs. Because we see an increased enrollment in Punjabi students we offer Hindi as a Native Language support. We find that parents choose to select ESL as their choice as English is also taught in their classes in India.

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])?
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)?

At JAHS, the LAP Team which includes administration, counselors and pedagogues makes sure that all ELL students are placed in their ESL/ELA and NLA classes according to the NYSESLAT Results, LAB R and other assessments. We have classes according to the New York State Mandates. (540 minutes, 360 minutes & 180 minutes of ESL instruction). Including the ELA and NLA instruction required under the CR Part 154.

At John Adams High School the students are placed in ESL classes according to their grade, ESL levels and skills. We do not have an ESL push-in or pull-out program. ESL classes are placed by grade level to meet the needs of an ELL on every grade. For example: The needs of a beginner ELL are different for a Junior and Senior that need to pass the ELA Regents than a freshman or Sophomore. The remaining content areas are taken in English (using ESL methodology) or Spanish and Bengali for Bilingual students. In both the Free Standing ESL and Transitional Bilingual programs, ESL is part of the students' daily program. Every level has the correct amount of ESL instruction. All ELLs are in the Newcomer Smaller Learning Community where we provide the support needed for all students in a large high school.

LTE's received their required minutes in ESL while receiving instruction in their content area classes.

SWD's receive ESL in an ICT setting while meeting the needs of their IEPs for their content area classes.

SIFE students received their required minutes in ESL. Freshmen SIFE students are grouped in a program that we have partnered with the CUNY graduate center called Bridges in order to serve their needs. They also received content area instruction in English and also Native Language Arts in Spanish and Bengali as appropriate.

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.

The implementation of the Common Core means that all students, including English language learners, will face new demanding academic and cognitive requirements across content areas and grade levels. For ELLs, English language development (ELD) standards provide a tool for defining the types of language ELLs will need to acquire in order to achieve under the CCSS.

At JAHS we can provide instruction that makes the Common Core standards accessible to ELLs who are at various language proficiency and literacy levels.

We use Sourcete: <http://engageny.org/> in order to address the needs of the ELLs

To that end, NYSED is developing New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP) for every NY State Common Core Learning Standard in every grade. The NLAP address ELLs learning in a new language, while the HLAP focus on ELLs developing a home language (e.g., students in Native Language Arts or language classes for speakers of that language). Once these progressions are approved by the state Board, teachers in NY can use them to develop school district curricula.

Language Arts Progressions

The draft Language Arts Progressions for both groups of ELLs contain the following elements:

- The main academic demand of every Common Core anchor standard as well as the grade level academic demand of the Common Core grade level standard
- Performance indicators for each modality mapped to five levels of language progression that demonstrate how ELLs at each of the five levels can meet the Common Core standard for their grade level, using grade level text with appropriate supports (embedded teacher scaffolds).
- Linguistic demands that identify the words, phrases and forms of language that ELLs will need to understand and use in order to meet the Common Core standard.

- Examples to address linguistic demands that are used in a content-specific context, and suggested activities for teachers to target the language development needed; In Home Language Arts Progressions the examples will include representation of Spanish, Chinese, Arabic, Bengali and Haitian Creole, which are ELLs' top 5 languages of New York State.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 ELLs are appropriately evaluated in their native language throughout the year. They receive NLA in Spanish, Bengali or Hindi. Students receive a monthly assessment aligned with the ELA Regents. NLA Spanish students take the ELE exam to analyze their progress in reading Spanish.
 SIFE students receive NLA in Spanish or Bengali to support their needs in language acquisition.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 At JAHS we ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. Monthly assessment aligned with the NYSESLAT are given to the students.
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).

SIFE

For 3 years now, the process to identify SIFE students has been by utilizing the Oral Interview Questionnaire as a first tool and then by testing students in their own native language. The Spanish speaking students have been tested with the ALLD (Spanish version) for their reading comprehension skills. For their writing skills, students have been tested with a Writing Assessment Task provided by Bridges Program. We have established a whole program for our 9th grade SIFE ELLs. This program includes the mandated 540 minutes of ESL instruction for beginners plus 165 minutes of English Literacy Instruction, a Native Language Art class, a Science class, a Global Studies class, a Math class, and Physical Education. The teachers of each one of these classes became part of the Bridges/SIFE team.

Bridges to Academic Success has been part of our efforts to better the education for our SIFE students. We will continue using their methodology and strategies as well as their coaching.

Plan for ELLs in school less than 3 years/ Newcomers

This year at John Adams High School, we are in our fourth year of the Newcomers Program for students who arrived in this country the last three years. This program was organized in order to help these students with language acquisition as well as acculturate and learn the modalities of the English language. We offer the beginning and intermediate levels 675 minutes of ESL instruction a week more than the NYS mandates. In addition, students whose native language is Spanish, Bengali and Hindi receive NLA classes to improve their native language skills. We are creating a strong educational background for this group of students. We offer additional support to the Newcomers with one-on-one tutoring with emphasis in literacy, parental involvement, native language libraries and dictionaries, implementing alternative strategies, and the utilization of technology as an instructional tool to improve academic performance.

The Newcomers Program at JAHS has a common planning time (CPT) where teachers discuss the progress of students and discuss different strategies to help this group. The ESL teachers also meet during a CPT in order to discuss and implement new strategies. During this time the teachers look at student work, analyze data and address the needs of all ELLs. Also, in addition to the LAB BESIS Coordinator, the school has created Newcomers Directors to be in charge and coordinate the teachers in the program and to keep track the framework of the system to attend to the needs of the students' progress. All classes to meet the needs of the ELLs are taught under this SLC. This includes Bilingual Spanish, Bilingual Bengali and ESL.

One of the largest factors that affect the ELLs are the number of ELLs that come to JAHS as beginner ELLs in their Junior or Senior year. We have created a small learning environment for these ELLs where they can gain language acquisition as well as have the necessary classes to meet graduation requirements.

The teachers use the following types of assessments in addition to the NYSESLAT, LAB R and monthly Assessments to keep progress of the students:

- Portfolio
- Teacher observations/recommendations
- Journals

- Readers notebook
- Projects
- Diagnostic Exams
- Quizzes and tests
- Mid-term and final exam
- Student Progress Reports
- Long and short term goals
- Monthly Assessments
- Data inquiry

Under this program we are constructing classroom models, with inter-visitation, and achieving best practices for the ELL population. Also, the ESL Department assesses every student using progress reports and formal and informal assessments to measure their language acquisition. As a benchmark for this term, monthly assessments were given and the results were assessed and identified in order to teach strategies to help each student with the areas that he/she needs to develop.

Plan for ELLs in school 4-6 years

ELL students work in small group classrooms where teachers would provide targeted assistance to support each individual student. The data indicates the students who come to John Adams High School from feeder junior high schools attend JAHS for a period of one to two years before testing out of ESL during the 11th or 12th grade. Other factors in the data concerning ELLs show that many of them may have been identified as SIFE.

Plan for ELLs in school 6 years completed or more / Long Term ELLs

The planning team reviewed the data for Long Term ELLs in an effort to identify common factors. The data clearly indicated that the large majority of LTE were incoming 9th graders (10 students) with only a few students from the 10th (4 students), 11th (3 students) and 12th grade (4 students) remaining in that category. There are 13 ELLs with an IEP. We are striving to meet their needs in ESL and well as Special Ed. The team recognizes that LTE (long-term ELL students) would benefit greatly from additional targeted instructional time in ESL, English speaking, reading, writing, and listening. We have found that the students have acquired their language acquisition and need more support in literacy. Strategies from English 3-D are used in order to assist these students.

Support

To best support and address the needs of this group of ELLs, a Saturday Academy Model was designed that will focus on English Literacy as well as specific content areas. LTE students work in small group classrooms where teachers provide targeted assistance to support each individual student.

In the Saturday Academy, classes meet for three hours from 8:00 a.m. to 12:30 p.m. each week, per term, September through January and February through June. Students work with a content/subject area specialist/teacher and an ESL teacher who facilitates their work in Science, Social Studies or Mathematics. Each student participating in the project would select a content area class at the beginning of the semester and work to complete a project. This process is repeated mid-year to facilitate a second session/semester thereby allowing students to work in two content areas during the school year. Students will work in a small group with a dedicated teacher to support reading and writing in English. In addition, students prepare to take the Regents in June as part of the credit accumulation process that is embedded in the program goals.

Students participate in Blended Learning. The goal is to create an environment in which the LTE may participate along with their teacher to identify an area within the content that is of great interest. Students generate focus questions that frame their work or investigations to support their long term work. LTEs may work in pairs or small groups of 3 or 4 students on one topic/theme. Sessions begin with “Big Idea” lessons that facilitate instruction and support the group projects. The teacher works as facilitator to guide the work of the students throughout. Students present their final project to other students and /or parents at the completion of the sessions. In addition, students accumulate credits for the course work consistent with the credit/hour definition and high school regulations for credit accumulation within each subject area.

A guidance counselor will work with the Saturday Academy supervisor, students and parents to support students in their work. Student group guidance sessions will explore careers in specific fields of study. Students work closely with the guidance counselor to

complete an interest inventory and/or self-reflection checklists that will provide information for further thinking on future aspirations and career goals. To further support this principle, participating students will visit local and out-of-town universities.

School Trips

University tours and visits will allow students to meet and speak to other young adults at the university level to motivate and inform students of the process and requirements. College tours allow students to visualize and contextualize their aspiration to participate in higher education.

College fairs will allow students to find out about the many opportunities of colleges and further their knowledge of different courses offered at different universities.

Plan for ELL Special Needs Students

This year an ICT class was instituted for the Advanced level ELLs. After an analysis of our ESL/SWD students, we found 20 Special Ed students in the 10th -12th grades. An ESL and Special Ed teacher have been working together to incorporate best practices for both of these groups of students while team teaching. The Junior/Senior double period class has 6 SWDs and 22 ELLs and the Freshman/Sophomore class have 10 SWD's and 17 ELLs.

In the event that a student requires additional needs to be met, all John Adams High School departments work together by following these steps:

- Conduct interview to know if the student had any previous interruption in his/her formal education
- Check permanent records
- Give the Pre literacy and the ALLD exam
- To have a parental conference with counselor and teachers to discuss needs, education and support services available in our educational system
- Parent could request formal
- Follow up with tutoring, SIFE classes, Special setting, Para-professionals, Resource Room, IEP or any other additional support the student might need

Intervention Programs for ELLs (AIS)

There are many efforts to support ELL students of different needs at John Adams HS:

- Newcomers Program for students who have arrived in this country up to three years ago.
- SIFE/Long-term ELL Grant
- Title III Summer Enrichment Program
- Title III Supplementary After School Program

There are other programs at the school that are available to ELLs and all other students including credit recovery, guidance and tutorials for academic support.

Transitional Student Support Plan (ELLs that pass NYSESLAT are Transitional students for 2 years)

The plan for continuing support for transitional students, those that have reached proficiency on the NYSESLAT, is as follows:

- Offering transitional classes aligned with the ELA Department
- ELA classes
- Special Testing Accommodations, Glossaries, and other materials to help proficiency
- Conferences with Content area teachers
- Counseling, assemblies and career and college advice
- One-on-one counseling for all seniors with guidance counselors

Future Plans for ELL Programs –Describe changes planned- improvements, discontinued programs

Plans include continued efforts to serve ELLs at the school through targeted instructional programs that seek to support language development and academic achievement. Teachers have been working together in order to align curriculum with NYS Standards and Common Core Standards.

Equal access to all programs

ELLs are afforded the same eligibility to participate in after school programs as other student including credit recovery, guidance

and tutorials for academic support. This includes

- After School Programs
- Saturday Learning Activities
- Tutorials
- Guidance
- Career Orientation Activities
- ASPIRA
- South Asian Student Organization

After school programs for ELLS

There is a Saturday Academy for ELLs. Classes will meet for three hours from 8:00 a.m. to 12:30 p.m. each week, per term, September through January and February through June. Students will work with a content/subject area specialist/teacher and an ESL teacher who will facilitate their work in Science, Social Studies or Mathematics. Each student participating in the project would select a content area class at the beginning of the semester and work to complete a project. This process would be repeated midyear to facilitate a second session/semester thereby allowing students to work in two content areas during the school year. Students will work in a small group with a dedicated teacher to support reading and writing in English. In addition, students will prepare to take the Regents in June as part of the credit accumulation process that is embedded in the program goals.

Students will participate in Project Based Learning. The goal is to create an environment in which the LTE may participate along with their teacher to identify an area within the content that is of great interest. Students will generate focus questions that will frame their work or investigations to support their long term work. LTEs may work in pairs or small groups of 3 or 4 students on one topic/theme. Sessions will begin with “Big Idea” lessons that will facilitate instruction and support the group projects. The teacher will work as a facilitator to guide the work of the students throughout. Students will present their final project to other students and /or parents at the completion of the sessions. In addition, students will accumulate credits for the course work consistent with the credit/hour definition and high school regulations for credit accumulation within each subject area.

Former ELLs

All Former ELLs receive testing accommodations. Support is given in our after school and Saturday tutoring program.

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?

In order to provide access to academic content areas and accelerate English development to ELL-SWDs, teachers establish clear goals and learning objectives, predictable routines and structured teaching with engagement and participation strategies that include Think –Pair- Share and Cooperative Learning. Such structured teaching provides guided, independent practice through modified visual representation of concepts via graphic organizers, sentence stems for language access and development; affirmative and corrective feedback. In addition, teachers provide multiple exposures to concepts that are paced based on their complexity. Frequent progress monitoring in class through quick ‘check-ins’ verbally and in writing result in learning expansion, re-teaching of concepts and consequentially, mastery of content and English development.

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?

In order to best serve diverse ELL-SWDs to achieve their IEP goals and attain English proficiency, curriculum is undergoing revisions and new instructional settings will be created to enable ELL-SWDs to transition and succeed in the least restrictive environment.

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of

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

		Instruction	
Native Language Arts:	Spanish, Bengali, Hindi	LOTE	Spanish
Social Studies:	Spanish, Bengali		
Math:	Spanish, Bengali		
Science:	Spanish, Bengali		
Heritage	Spanish		
LOTE	Spanish		
LOTE	Bengali		

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

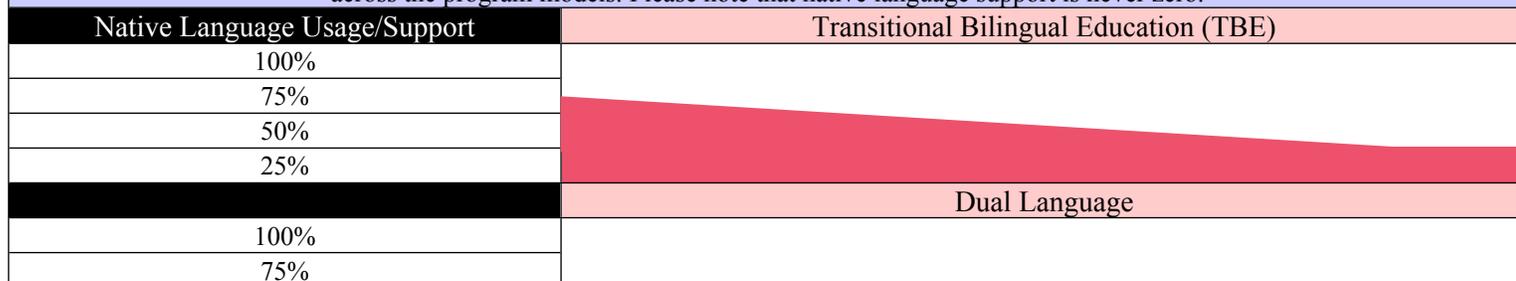
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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.

Interventions are targeted by grade level. ESL and ELA instruction is based on grade level as well as English proficiency level, this allows for a baseline in which attainable goals can be set. Core content classes are taught in Spanish, Bengali, or ESL. Tutoring is offered afterschool and in Saturday classes. Saturday school is also offered for targeted group of students who need to recover/make up credits and/or Regents prep to help them meet graduation requirements.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our programs can be seen when reviewing data over a substantial period of time. When given the proper accommodations in ESL and content areas the students can use their prior knowledge and skills to pass the Regents the first time. Our data also shows that a student might need ESL for language acquisition and needs more time to pass a Regent in English that's not given in their native language. For example, a student may have passed the English Regents after the 3rd time; however, each time there was evidence of growth because the student's grade increased each time until the passing grade was attained.

11. What new programs or improvements will be considered for the upcoming school year?

We will be using the Readings Horizons Literacy program to support the needs of our pre-literate students. We would like to see if more time than the usual 4 year graduation requirements can be given to our ELLs that arrive to the NYC schools in their Junior year. They are not being given the necessary 0-3 years for language acquisition and need to graduate during that time.

12. What programs/services for ELLs will be discontinued and why?

N/A

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 when they achieve an English proficiency level that allows them to be successful in such programs. For example, students who are in ESL Advanced, Transitional, and Proficient are programmed into general education classes with mainstream peers. They are also offered the opportunity to branch out into different elective classes and small learning communities in our school like Law, Leadership, Health and Sports, etc. Apex computer courses are offered to upper classmen that are in need of meeting graduation requirements in a limited time. There are several after school tutoring opportunities that are open to all students.

Sport include;

baseball
basketball
football
ice hockey
lacrosse
soccer
softball
swimming
volleyball
track
wrestling
cricket

After school AP classes include:

- AP Language and Composition
- AP Literature and Composition
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Environmental Science
- AP Biology
- AP Chemistry

- AP Physics B
- AP World History
- AP European History
- AP Psychology
- AP Spanish

College Now Classes:

Humanities
 Theater Arts
 History
 Psychology
 Pre-Calculus
 Calculus
 Math Team
 Health
 ESL

21st Century Grant

Tutoring for:

Algebra
 US
 Global Studies
 Living Environment
 English

Dance
 Art
 Jazz band
 Model UN
 Mock Trial
 Moot Court

- Acting
- Theater Production

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 Reading Horizons is used in order to help with students who are low level readers.
 Achieve 3000 is being incorporated for those students who need to work on their level and can increase their proficiency in English and Spanish.
 Scaffolded materials and differentiation are used across all content areas
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
 Native Language Arts is offered in Spanish, Bengali, and Hindi. Spanish is offered as a language elective for ESL students that need foreign language credit.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
 At John Adams HS, students are programmed for ESL according to their NYSESLAT Level and grade level. As many of the ELLs arrive to JAHS as Beginners and Intermediate Level, they require more mandated hours of ESL. The students also need more language acquisition and academic language in order to pass regents and graduate high school in four years.
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.

Summer school is offered to all incoming 9th graders including all new admits in every grade. They are given ESL in order to jumpstart their English Language Learning.:

18. What language electives are offered to ELLs?

Spanish is offered as a Foreign Language elective. AP Spanish Literature is taught and AP Language will be offered next year. Students receive 3 college credits through York College.

College Now ESL is offered after school through York College and the students receive 2 college credits and simultaneously receiving 2 HS credits.

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. Professional Development will be an integral part of the preparation and continuing evaluation and improvement of the program. Teachers will attend staff development and planning sessions in order to learn new practices and methods. The teachers will then turn-key to the other teachers in the program. Professional Development will consist of but not be limited to:

- Training provided on-site by the ACHIEVE Program
- Participating in SIFE/Long-term ELL Grant Demonstration Site Visits
- Attendance at the:
 - o Annual ELL Math Conference
 - o SIFE/Long-term ELL Symposium
 - o ELL Writing 5-Day Institute
 - o QTEL Curriculum Enhancement Institute
 - o Demystifying ELL Data Two-Day Workshop
 - o Annual Dual Language Program
 - o Annual LOTE Conference
 - o Smartboard Training
 - o BETAC Professional Development Workshops
 - o Office of ELLS Professional Development Workshops
 - o SIOP Conference
 - o RTI Workshops
 - o ELL Literacy Leadership Institute
 - o Dual Language Symposium
 - o Teaching Content to ELLs
 - o Achieving Success for ELLs

2. The teachers at John Adams have in prior school years participated in a number of professional development sessions provided from the Office of ELLS including QTEL basic. In an effort to continue to develop teacher practice and support the work of teachers in the SIFE program, participating teachers will attend the Quality Teaching for English Learners (QTEL) Five-Day Institutes: Building the Base, ELA, Beginning ESL, Math, Science.

The Mathematics teacher selected to provide Mathematics instruction to the SIFE students in the extended week program and Saturdays will attend the required QTEL training in Mathematics and implement the curriculum design as indicated for the program.

Program teachers as well as other subject area teachers will participate in select training sessions as indicated to further support student understanding and teacher craft development;

- Annual ELL Math Conference
- Looking at Student Work Three-Day Workshop
- SIFE/Long-term ELL Grant Demonstration Site Visits (1-3 days)
- SIFE/Long-term ELL Symposium
- QTEL Curriculum Enhancement Institute
- ELL Writing Five-Day Institute

- Facilitation Guide
- Danielson's Framework for Teaching Components 1b, 1c, 1e, and 1f
- Grade Science Unit Components
- Grade Science Lesson Plan

- Grade Social Studies Unit Components
- Grade Social Studies Lesson Plan
- Framework for Teaching Graphic Organizer
- Framework for Teaching Graphic Organizer Science Sample
- Framework for Teaching Graphic Organizer Social Studies Sample
- Literacy Shifts Graphic Organizer

To support ELLs as they engage in the CCLS, Video of Classroom Practice in ARIS Learn are viewed and lessons are prepared collaboratively.

Teachers are supported by using The Common Core Library and EngageNY to give more information on New York schools' transition to Common Core Learning Standards, which require students to ground reading, writing, and discussion in evidence from text. The Common Core encourages teachers to use a balance of complex fiction and non-fiction texts in the classroom.

3. Opportunities for teachers to participate in study groups and /or book clubs will be offered during the program period. Select books will be recommended for these activities that enhance teacher knowledge of program students. Titles to be included for teacher review and selection are:

- Teaching the Best Practice Way by Marvey Caniels/Marilyn Bizar
- Active Literacy Across the Curriculum by Heidi Hayes Jacobs
- Vocabulary Development by Steven A. Stahl
- Making Content Comprehensible for ELLS by Echevarria / Vogt / Short
- Reading Writing & Learning in ESL-A Resource Book for K-12 Teachers by S.R Peregoy/Owen Boyle
- What Really Matters for Struggling Readers by Richard L.Allington
- Bringing Words to Life by Isabel L. Beck / Nargaret G. McKeown / Linda Kucan

Teachers will be asked to select a text for the teacher development activity that will enhance and support their work with SIFE students. Teachers will collaborate to develop comprehensive instructional plans or curriculum maps that will outline the instructional program and allow them to develop lessons that are connected and support the expectations for students as defined by the program goals and objectives.

To further support teachers, a plan for inter-visitation will be developed with partner schools that reflect similar challenges and student population within the Learning Support Organization as well as other schools that participate in the city SIFE initiative. Teachers from John Adams will visit master teachers in selected high schools where a partnership for best practices will be established to support the work of teaching and learning.

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?

The team at John Adams High School recognizes the connection between parents and their children's education. It is often a major influence in student academic success including how much time students spend in school and how much time they spend at home on their studies. Parents play an important role. Research on high school graduation often suggests that parents make a difference in how long it takes their child to complete their graduation requirements. Parental involvement is an integral part of the program. The SIFE program will include activities to promote and increase parental involvement. Parents feel that John Adams High School is a safe environment where their children can grow academically and individually. The program facilitates their participation as students of ESL and allow them to take a more active role in their children's education.

Both programs offer ESL and computer classes for parents who often don't have access to these opportunities. These classes are offered on Saturdays. Parents will improve their own literacy needs for their personal success and enable them to further their ability to support their family. There will be monthly meetings to make parents aware of and to answer questions about important issues related to their children's education, such as:

- Course, credit and Regents requirements for high school graduation
- Knowledge and assistance with college applications and student aid
- Immigration issues affect post-high school opportunities
- Teen issues and concerns. Understanding differences between their culture and American culture

The staff together with parents will plan and host a Multicultural Festival with foods and music from the various nationalities represented in the program and the John Adams population.

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.

At John Adams H.S, several years ago it was decided to establish Small Learning Communities (SLC) to better serve our students. It was necessary to create a SLC geared to our ELLs . Therefore the Newcomers Program was introduced. The Newcomers Program at JAHS has a common planning time(CPT) where teachers discuss the progress of students and discuss different strategies to help this group. The ESL teachers also meet during a CPT in order to discuss and implement new strategies. During this time the teachers look at student work, analyze data and address the needs of all ELLs. Also, in addition to the LAB BESIS Coordinator, the school has created Newcomers Directors to be in charge and coordinate the teachers in the program and to keep track the framework of the system to attend to the needs of the students' progress. The teachers use the following types of assessments in addition to the NYSESLAT, LAB R and monthly Assessments to keep progress of the students:

- Portfolio
- Teacher observations/recommendations
- Journals
- Readers notebook
- Projects
- Diagnostic Exams
- Quizzes and tests
- Mid-term and final exam
- Student Progress Reports
- Long and short term goals
- Monthly Assessments
- Data inquiry

Under this program we are constructing classroom models, with inter-visitation, and achieving best practices for the ELL population. Also, the ESL Department assesses every student using progress reports and formal and informal assessments to measure their language acquisition. As a benchmark for this term, monthly assessments were given and the results were assessed and identified in order to teach strategies to help each student with the areas that he/she needs to develop.

Part VI: LAP Assurances

School Name: <u>John Adams H.S</u>		School DBN: <u>27Q480</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Daniel Scanlon	Principal		11/1/13
Breina Lampert	Assistant Principal		11/1/13
L. Thomas	Parent Coordinator		11/1/13
M. Merwin	ESL Teacher		11/1/13
	Parent		11/1/13
Bernadette Coyoy	Teacher/Subject Area		11/1/13
Fatima Flores	Teacher/Subject Area		11/1/13
	Coach		11/1/13
	Coach		11/1/13
Ana Maria Castro Sonia Rivera	Guidance Counselor		11/1/13
	Network Leader		1/1/01
Guido Gonzalez	Other <u>SIFE Teacher</u>		1/1/01
Martin Walsh	Other <u>Data Specialist</u>		1/1/01
Joanna Cohen	Other <u>AP Instructional Sup</u>		1/1/01
Karla Molina	Other <u>ESL Teacher</u>		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q480 School Name: John Adams High School

Cluster: 611 Network: 611

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.

John Adams High School will provide translation and interpretation of documents based on the number of non-English home languages in the school and the number of students with non-English home language. When a student is admitted, a pedagogue translates during the oral interview. If the parent speaks a language other than English, it is noted in the student's file.

We will follow the No Child Left Behind Mandate and Children First involving families of students whose home language is not English by sharing parent-school accountability, offering parent the information for their children's educational options and for the parent to have the capacity to improve their children's achievement.

John Adams High School will determine within 30 days of the student's enrollment if the primary language spoken by the parent is not English via the Home Language Survey, Parent Coordinator and PTA meetings.

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

Approximately 17.6% of John Adams High School students are ELLs. The school based on these students and their parents need translation services and oral interpretation in the following major languages Spanish, Punjabi, Arabic, Bengali, Thai Urdu, Haitian-Creole and French and other languages. This population needs translation and interpretation with grades, foreign transcripts, failing senior letters, Department Progress Report letters, NYSESLAT notifications about testing, locations and decisions, LAB BESIS Testing, Automated telephone messages, attendance outreach calls, guidance conferences, suspension conferences, class trips and parent workshops. These findings were discussed in school leadership meetings and parent association meetings. The finding was addressed by submitting a Budget Plan for translation and interpretation.

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.

1. The Parent/Guardian Home Language is determined by the Home Language Identification Survey. Students who are new to the NYC Schools and those who have been out of the NYC Schools for at least 6 months will have their parents fill out the HLIS at admission. The data on the HLIS will be inputted on ATS by the admissions department and kept in the permanent record.

Approximately, 1/3 of our families' home languages are not English. Using the ELPC Screen + RPOB reports and ARIS, we see the families that need written translation of our documents and oral interpretation services for meetings, parent conferences, and parental outreach. We make sure our written outreach is translated and sent home in a timely manner. The major languages that our families need translation and interpretation services are: Spanish, Bengali, Arabic, Urdu, and Hindi. These findings were discussed in school leadership meetings, parent association meetings, faculty meetings, and Small Learning Communities.

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.

John Adams will provide the following services for oral interpretation:

- a. Parent meetings (one-on-one and large group)
- b. Class trips
- c. Parent Workshops
- d. ESL Monthly Parent Meetings

We will use school staff and parent volunteers for a majority of these services. When we are not able to, we will use the translation unit. The majority of these services will be provided in house by school staff or parent volunteers.

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>.

John Adams HS will fulfill Section VII by informing parents about our services at the time of registration by our counselors and bilingual staff. There is a list of pedagogues that speak languages other than English in the office where new admits go through the intake process. In addition, we will have posters hanging up in our school and our website will contain in the different languages the rights to translation and interpretation services and how to access them in our school.

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: John Adams High School	DBN: 27Q480
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" 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: 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: 14 # of certified ESL/Bilingual teachers: 20 # of content area teachers: 7

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:

John Adams is a large comprehensive urban high school divided into small learning communities with 3,350 students from 9 through grade 12. The school population comprises 27.16% Black, 37.43% Hispanic, 3.37% White, 25.16% Asian and 6.88% students from other ethnic backgrounds. The student body includes 18.96% English Language Learners and 14.47% special education students. The school is a Title I school. The school is overcrowded resulting in the use of portable classrooms as well as an annex site serving over 400 ninth grade students. The design of small learning communities provides personalized support for all students while maintaining a clear identity as a large high school. Data, including test results, interim assessments, scrutiny of students' work, and observation of their behavior and attitudes, provide a detailed knowledge of all students including ELLs.

Teachers use data to review student progress and set language and learning goals. They work to improve student achievement and support credit accumulation to support student graduation with their cohort. The school's extensive and varied curriculum, including an interdisciplinary approach which is improving students' literacy skills across the curriculum, caters to the diverse needs of the students. Common planning time within the small learning communities is provided for teachers to work together on inquiry, plan and share ideas including curriculum, strategies and goals.

Inquiry teams meet to discuss student issues related to student progress and performance. The data is analyzed by the team of pedagogues as they focus on strategies to support and raise the achievement of those and other students of a similar profile.

The AP for ELL programs supervises instruction, supports teacher development, reviews student programs and works closely with other department supervisors to ensure congruency in all ELL classes and programs. The students and faculty enjoy an excellent relationship resulting in student academic and personal development.

In order to serve our students who are over aged and under credited, we have the Seniors Academy program which supports these students through intensive guidance intervention and an accelerated academic program. This population is given the support they need to succeed through smaller class sizes and alternative instructional attention.

The school also offers an after school "Young Adult Borough Center" (YABC) program that helps older students to earn a high school diploma. The school offers students numerous exciting activities, including visual and performing arts, a United Nations team, and dental hygiene.

At John Adams HS efforts are made to ensure that parents are informed and are active participants

Part B: Direct Instruction Supplemental Program Information

in all areas of school. There are numerous ways of engaging parents, including a newspaper. The parent coordinator and the executive board of the Parents Association work collaboratively to further strengthen communication with parents.

Professional development is provided by assistant principals, through New Visions and the “UFT Teachers’ Center”. In addition, teachers attend conferences organized by outside training providers. Opportunity to observe their colleagues’ classrooms, in their own and in other departments, is a strong feature of the school’s program of improving instruction.

The Title III Proposed Program

The Title III Program will include diverse strategies to ensure that all ELLs are involved in additional support and / or enrichment instruction through extended learning time activities. Both after school and Saturday programs are planned towards this end. Student classroom and out of classroom learning opportunities include class sessions, tutorials, projects, prep classes, theatre experiences and college campus visits.

The data clearly indicated that the large majority of LTE were incoming 9th graders with only a few students from the 10th, 11th and 12th grade remaining in that category. The Long Term ELLs follow a the English 3-D Curriculum, especially designed to enable them to possess the academic literacy skills necessary for success with complex secondary coursework. In addition, the LTE - Long Term ELL students would benefit greatly from additional targeted instructional time in ESL, English speaking, reading, writing, and listening, Science, Social Studies and Mathematics.

To best support and address the needs of this group of students, a Saturday Academy Model was designed that will focus on English Literacy as well as specific content areas. LTE students would work in small group classrooms where teachers would provide targeted assistance to support each individual student.

Saturday Academy

In the Saturday Academy, classes will meet for three hours from 9:00 a.m. to 1:00 p.m. each week, per term, September through January and February through June. Students will work with content /subject area specialist/teacher and an ESL teacher who will facilitate their work in Science, Social Studies or Mathematics.

All students participating in the project will select a content area class at the beginning of the semester and work to complete a project. This process would be repeated mid year to facilitate a second session semester thereby allowing students to work in two content areas during the school year. Students will work in a small group with a dedicated teacher to support reading and writing in English. In addition, students will prepare to take the Regents in June as part of the acceleration process that is embedded in the program goals.

Students will participate in Project Based Learning. The goal is to create an environment in which LTE

Part B: Direct Instruction Supplemental Program Information

students may participate along with their teacher to identify an area within the content that is of great interest. Students will generate focus questions that will frame their work or investigations to support their long term work. LTE students may work in pairs or small groups of 3 or 4 students on one topic/theme. Sessions will begin with "Big Idea" lessons that will facilitate instruction and support the group projects. The teacher will work as a facilitator to guide the work of the students throughout the learning process. Students will present their final project to other students and /or parents at the completion of the sessions. In addition, students may be able to accumulate credits for the course work after presenting their projects and course work to their content area classroom teachers within each subject area for evaluation and approval.

A guidance counselor will work with the Saturday Academy supervisor, students and parents to ensure and support students in their work. Student group guidance sessions will explore careers in the fields of study as well as others. Students will work closely with the guidance counselor to complete an interest inventory and /or self reflection checklist that will provide information for further thinking on future aspirations and career goals. To further support this principle, participating students will visit local and out-of-town universities.

University tours and visits will allow students to meet and speak to other young adults at the university level to further motivate and inform students of the process and requirements. College tours will allow students to visualize and contextualize their aspirations to participate in higher education.

The Saturday ESL Title III program will focus on oral language development for Newcomers, and Beginner ESL students. In addition, courses to help the Long Term ELLs develop reading and writing skills, ELA Regents Prep as well as graduating on time. The three ESL/bilingual certified teachers will work with 20-25 ELL students per group in the Saturday Program in conjunction with the SIFE Program. The SIFE program would also take place on Saturdays. This program will offer additional support to the SIFE students which follow the "Bridges Program" during the regular school day. The program will include Literacy through Arts, Drama, Pre-Algebra and Algebra using Destination Math (No cost to Title III), NLA and ESL classes using Achieve 3000 and a social studies Bengali Regents Prep class. Cultural educational trips to educational institutions, museums and Broadway plays to enhance the cultural awareness skills and the NYC experience for ELL students.

A supervisor will be on staff on Saturdays to supervise the implementation of the Saturday Program. The program supervisor will ensure the implementation of all program components including data driven student groupings, instructional materials, curriculum mapping, teacher planning and classroom instruction. All parent activities will be implemented under the supervision of the program supervisor. The supervisor will be available to handle problems and concerns that may arise and interact with parents to ensure their support and participation.

Before and After School Program

John Adams High School Title III Before and After School Program will be implemented during the Fall 2012 and Spring 2013.

Part B: Direct Instruction Supplemental Program Information

Before School Program

Some classes will begin during 0 period before the students commence their regular school day. There will be four groups of 15-20 students for one hour before the beginning of the school day. This program will run for 30 weeks to work with students prepare for Regents in Foreign Language, Math, Science, History, ESL and ELA. The classes will be conducted by teachers who are Content Area certified Bilingual/ESL teachers.

After School Program

The After School Program will have 10 small groups (5-10) students will take tutorial classes Mondays and Wednesdays and Tuesdays and Thursdays after their regular school day, two hours for 30 sessions. The classes will be conducted by teachers who are certified Content Area Bilingual/ESL teachers. The focus of the program is oral language development, vocabulary acquisition, reading and writing skills integrated within a thematic approach. The language of instruction will be English. The ELLS will use the computers to work on Achieve 3000, APEX, Reading Horizons and other online systems. Students will work on grade specific topics through a differentiated literacy modality that is available in English and Spanish. The program assessment tool will place students at their instructional level and adjust as students work towards higher gains. Students will complete both reading and writing assignments on the computer. In addition to language development, we will be offering classes in ESL, ELA, Math, Foreign Language, Living Environment and Social Studies in. These classes will be in English, Spanish and Bengali to prepare for the Regents.

In addition, the

Title III will be used to purchase the following:

- ESL NYSESLAT Practice workbooks
- ELA Regents Practice
- Multicultural Libraries
- Content Area Libraries
- Bilingual Dictionaries
- Bilingual Glossaries
- Math Regents Practiced English and Spanish
- US History and Government Regents Practice English and Spanish
- Living Environment Regents Practice English and Spanish

Visual Learning DVD Science Software

Common Core Solutions Center Intervention Literacy Reading Materials

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:

Professional Development will be an integral part of the preparation for and continuing evaluation and improvement of the program. Data through observations show that experienced teachers will benefit from attending Q Tel training, attend staff development and planning sessions in order to learn new practices and methods. Professional Development will consist of but not be limited to:

- Training provided on site by the ACHIEVE 3000 Program
- Participating in SIFE/Long-term ELL Grant Demonstration Site Visits
- Attending the SIFE/Long-term ELL Symposium
- Attending the QTEL Social Studies, Science, ELA and Math
- Training by Office of Language Learners and other agencies.

In addition, professional development in the area of ESL strategy instruction will be offered to ten Content area teachers/Bilingual Teachers and ESL teachers who are in contact with the ELL students. These teachers will be paid training rate with Title III funds. The ESL teacher conducting the teacher training workshops will be paid at the per session rate 8 hours with Title III funds. The presenter will address individual teacher questions to ensure that all topics are clearly relevant to the classroom practice. The sessions will include the following topics:

- Looking At ELLs In Our Classrooms
- Data Driven Periodic Assessment
- The ESL /ELA Standards
- The ELL Identification Process
- Involving Parents in the Education of ELLs
- Language Development
- Differentiating Instruction for ELLs
- Using Graphic Organizers

Part C: Professional Development

- Small Group Learning –Cooperative Learning / Workshop Model
- Successful Strategies for ELLs- Scaffolding Learning
- Assessment Procedures-Formal & Informal

Additionally, to the above the Assistant Principal and Director of the Newcomers Program will attend the RTI Institute for English Learners. The content objectives of the conference are to define responses to intervention and their role in the education of English Language Learners. Another objective is to identify challenges of effective progress and monitoring for ELL students. It will explain how the RTI Model supports Tier I instruction for ELL students, to compare and contrast effective Tier 2 and Tier 3 assessments and interventions for ELLs, and others. The Language Objectives are to be able to state in writing suggestions for how to appropriately differentiate classroom instruction for ELL within Tier 1, to select relevant academic vocabulary words and phrases from academic content area standards, to write and refine and effective RTI plan for all students, including ELLs. This information would be turn-keyed to all the teachers during common planning time. Title III funds will pay for the registration fees to the RTI Institute.

Common planning time five periods a week is already in place for the teachers of the Newcomers Academy. During this time, teachers will share best practices, discuss individual student progress, review student work and use data. Regularly scheduled department/program workshops sessions will be conducted by the Assistant Principal for Second Language Programs at John Adams HS. These sessions will be held monthly to ensure program focus and congruence throughout.

The teachers at John Adams have in prior school years participated in a number of professional development sessions provided from the Office of ELLS including QTEL basic. In an effort to continue to develop teacher practice and support the work of teachers in the SIFE program, participating teachers will attend the Quality Teaching for English Learners (QTEL) sessions. In addition, this year John Adams High School will have a special schedule to ensure Professional Development for all teachers once a week for one hour.

Teachers will be asked to select a text for the teacher development activity that will enhance and support their work with SIFE students. Teachers will collaborate to develop comprehensive instructional plans or curriculum maps that will outline the instructional program and allow them to develop lessons that are connected and support the expectations for students as defined by the program goals and objectives.

Teachers in the SIFE Bridges Program have Common Planning Time and in addition they meet once a week after school to discuss student's progress.

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:

Parent Component/Saturday Program

Parents will be invited to a variety of activities and to visit classes in session on Saturdays. In addition, parent workshops will be conducted each month including parent walkthrough sessions that will facilitate parent comprehension and articulation of the HS program, curriculum and strategies. Special speakers will be invited to present and speak to parents about important issues as they relate to the high school student and the family. Workshops will focus on credit accumulation, graduation, college exploration, and application and acceptance process including:

- course, credit and Regents requirements for high school graduation
- knowledge and assistance with college applications and student aid
- how immigration issues affect post-high school opportunities

Last year our ESL class was popular among our ESL parents. While we will continue to offer activities for the parents on Saturdays, our main focus will be on extensive communication with families by phone and email. As a result of more contact, we plan to increase parental involvement and attendance at these activities for parents: This year we have created a Newcomers Newsletter in our three major languages English, Spanish and Bengali. In addition, the school newsletter is also translated in Spanish and Bengali.

- 3-hour Saturday classes in ESL
- Classes in basic computer literacy.
- Their attendance to a performance of student-created drama with Repertorio Espanol
- Attending to trips to colleges with their children.

In addition, parents will be invited to curriculum orientation meetings to learn about the Achieve 3000, Visual Learning, RIGOR and other programs available for the ELLs. The Assistant principal for ELLS will discuss each program and facilitate a working session for parents allowing them to see how the program works. Attendance records will serve to evaluate the parent component of the project.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		