



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001):	14K071
School Name:	JUAN MOREL CAMPOS SECONDARY SCHOOL
Principal:	ERIC FRASER

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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Section 1: School Information Page

School Information

School Name: Juan Morel Campos Secondary School School Number (DBN): 14K071
School Level: Secondary Grades Served: 6-12
School Address: 215 Heyward Street, Brooklyn, NY, 11206
Phone Number: 718 302 7900 Fax: 718 302 7979
School Contact Person: Eric Fraser Email Address: EFraser2@schools.nyc.gov
Principal: Eric Fraser
UFT Chapter Leader: Keith Miller
Parents' Association President: Paulette Wright
SLT Chairperson: Keith Miller
Student Representative(s): Apryl Mendez and Christopher Calderon

District Information

District: NYC 14 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Brooklyn, NY 11221
Superintendent's Email Address: KWatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: 718-455-4684

Cluster and Network Information

Cluster Number: One Cluster Leader: Chris Groll
Network Number: CFN112 Network Leader: Kathy Pelles

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eric Fraser	*Principal or Designee	
Keith Miller	*UFT Chapter Leader or Designee	
Paulette Wright	*PA/PTA President or Designated Co-President	
Patricia Graham	DC 37 Representative, if applicable	
Apryl Mendez Christopher Calderon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Yanet Castelan	Member/ Parent	
Marilyn Vasquez	Member/ Parent	
Ruth Colon	Member/Parent	
Yvonne Lefkowitz	Member/Parent	
Jane Ritter	Member/ Teacher	
Dohery Barrow	Member/Teacher	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students were identified for services based on their most recent performance on NYS standardized exams (middle school literacy and HS Regents in ELA).	Small group tutoring, co-teaching, push-in services, independent reading, and small group reading instruction (SGRI). The SIG funded literacy coach and NYC DOE staff from the MSQI office support teachers who implement this program.	Small group instruction, one-to-one tutoring, co-teacher support, push-in support, and paraprofessional support.	Daily: During the school day in core class, during independent reading period, during pull-out or push-in SETSS, and out of school during ELT programs in afternoons, evenings, weekends, and vacations.
Mathematics	Students were identified for services based on their most recent performance on NYS standardized exams (middle school mathematics and HS Regents in math).	Small group tutoring, co-teaching, push-in services, and individualized computer-based math programs like Delta Math. A SIG-funded coach from Generation Ready supports teachers who offer these supports to students.	Small group instruction, one-to-one tutoring, co-teacher support, push-in support, and paraprofessional support.	Daily: During the school day in core class, during pull-out or push-in SETSS services, and out of school during ELT programs in afternoons, evenings, weekends, and vacations.
Science	Students were identified for services based on their most recent performance on NYS standardized exams (middle school math and HS Regents in science).	Small group tutoring, co-teaching, push-in services, independent reading, and the Reading Apprenticeship (RA) program for content-area literacy. The SIG funded literacy coach supports teachers who implement this program.	Small group instruction, one-to-one tutoring, co-teacher support, push-in support, and paraprofessional support.	Daily: During the school day in core class, during independent reading period, and out of school during ELT programs in afternoons, evenings, weekends, and vacations.
Social Studies	Students were identified for services based on their most	Small group tutoring, co-teaching, push-in services, independent	Small group instruction, one-to-one tutoring, co-	Daily: During the school day in core class, during

	recent performance on NYS standardized exams (middle school literacy and HS Regents in social studies).	reading, and the Reading Apprenticeship (RA) program for content-area literacy. The SIG funded literacy coach, a coach from Frank Cunningham Inc., and a teacher leader support teachers who implement these supports.	teacher support, push-in support, and paraprofessional support.	independent reading period, and out of school during ELT programs in afternoons, evenings, weekends, and vacations.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students were identified for at-risk services based on suspension data, LTA status, absence and tardiness rates, prior or current academic standing, and behavior referrals.	Academic and social-emotional counseling and coaching sessions. Coaches from Ramapo for Children and Outward Bound NYC collaborate with teachers and counselors that support students receiving at-risk services.	Small group and one-to-one counseling sessions. Counseling about academic transcripts and course performance.	As needed: During the school day, after-school ELT, weekend ELT, and vacation ELT.

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

1. By August 2015, 100% of students will have been offered at least 200 additional hours of targeted support through various academic and non-academic ELT programs and activities that will result in a 10% increase in course pass rates, 5% increase in credit accumulation, and a 10% increase in exam pass rates
2. By August 2015, student attendance for our ELT program will be 55%, as measured by combined weekly attendance
3. By June 2015, The out-of-school-time (OST) program, funded by NYC’s OYSD division, will provide up to 91 students in grades 6-8 with up to 15 hours per week of enrichment and learning through the Coalition for Hispanic Family Services’ (CHFS) “Arts and Literacy Program, which will result in a 50% increase in the number of students scoring “proficient” on the MS State ELA exam
4. 100% of English language learner (ELL) ELT activities will be provided by ESL teachers resulting in a 10% increase in the number of students advancing one proficiency level on the NYSESLAT
5. ELT activities for students with disabilities will result in a 10% increase in credit accumulation and exam pass rates for this sub-group
6. The ELT program for high school students will be offered for all courses terminating in a Regents exam and core exam (ELA, Global, Living Environment, and Algebra) pass rates will increase by 10% each
7. The ELT tutoring program for middle school students will be offered in each content area terminating in a state examination (literacy and math), to 100% of students, resulting in a 50% increase in the percentage of students achieving proficiency

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

ELT Program/Activity	Target Population	Partner	# Eligible	# Hrs/Yr
OST middle school program	All 6-8 Students	Coalition for Hispanic Family Services	91	600
Title III ELL Support	ELL Identified students	School faculty	215	100
Enrichment and Tutoring	Students identified as not	School faculty	609	160
PM School for HS students	High School Students	School faculty	400	160
Summer School 2015	Students not meeting promotion criteria	School faculty	TBD	TBD
Vacation offerings	All MS & HS students	School faculty	700	18
Saturday Academy	All MS & HS students	School faculty	700	60

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant

and engaging.

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

In designing our ELT program, we have been thoughtful in our integration of a wide range of activities that serve to broaden students' exposure to various learning experiences, particularly to address the limited opportunities that exist in students' local neighborhoods. In addition to providing ELT activities in direct response to student need (tutoring, PM school, summer school), we ensure student voice is prevalent (surveys, SLT, student government, "crew", and restorative Circles) in determining additional activities. Therefore, our ELT programs reinforce core learning, provide direct instruction in key areas such as math and literacy, and ensure students receive opportunities to experience non-academic electives such as chess, robotics, fitness, outdoor club, school newspaper, literacy magazine, and art club. Each of these activities are designed to both strengthen core content learning while actively encouraging students in developing and sustaining vital social-emotional and character traits that will promote greater success during the school day. As a result, our attendance both in ELT programs and during the regular school day has increased steadily as a result (up from 81% in 2012-13 to 84% in 2013-14. Certified teachers from within our school community supervise each ELT activity and are typically supported by our CBO, SIG, and OST partners. The Saturday Academy and Vacation Institute provide additional tutoring and enrichment in content-areas (MS Math, Science, and ELA and HS Regents subjects) terminating in standardized assessments to help students retain information during breaks from regular school instruction. This also allows teachers to differentiate and tailor instruction for students outside of the regular school week and ensures that students have a wide variety of ELT programs to participate in throughout the school year.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

The majority of our ELT activities are voluntary and, therefore, require that we implement a wide range of outreach to students, parents, and families. As such, we mail and backpack letters home on multiple occasions, make use of our existing phone messenger system to contact parents, distribute permission slips at family engagement events (PTA, parent-teacher conferences), ensure our attendance team analyzes and responds to ongoing ELT attendance data, ask that our Guidance Counselors generate lists of students needing specific interventions, utilize our teacher team structures to conduct formal and informal outreach, and promote and celebrate success stories in our assemblies. Furthermore, our SLT meetings have become a critical element of our planning for ELT outreach to families, allowing us to utilize the expertise and insight of our SLT members.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Juan Morel Campos staff (regularly appointed teachers with the support of aides, deans, and guidance counselors) oversee each individual ELT activity, having been vetted through a per-session job posting that is created early in the year in anticipation of funding, space, location, times, etc. In addition, our Lead Teacher, Assistant Principal, and Principal each support the oversight of ELT programs through their presence at specific activities, facilitation of teacher team meetings, and monitoring of attendance. Furthermore staff from the Coalition for Hispanic Family Services (MS OST program) are involved in planning, delivering, and evaluating components of our ELT program. As such, our ELT program is a collaborative effort involving school leadership, teachers, partnerships, families, and our SLT.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Primarily we utilize our own staff and existing partners as a way to further build coherence and a greater sense of community. All of our ELT activities occur in our own building with occasional field trips to arts, cultural, or educational sites throughout the city. Instructional materials and resources are collectively created by our own faculty and, where appropriate, by any of our partners who help oversee a particular program. Our schedule allows for the majority of ELT activities to occur once school ends each day (2:31 pm). Activities that will occur during vacation times are planned for in advance (per-session postings, building permits, etc)

Part 3c. Timeline for implementation and completion, including start and end dates.

Our Middle School out-of-school-time (OST) program, funded by NYC’s OYSD division takes place from September 2014 through June 2015. Summer School will take place during the summer of 2015. All other activities will occur between November 2014 and June 2015

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century		Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		C4E
X	Title I 1003(a)	X	Title III		PTA Funded	X	Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

The majority of our ELT activities are funded through our School Improvement Grant (SIG), Title III, and Priority/Focus funds.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1. By February 2015, attendance for our combined ELT program will reach 15% (up from 13% in December 2014), as measured by combined weekly attendance records
2. By February 2015, 100% of our students will have attended a minimum of 80 additional hours of ELT activities
3. By February 2015, 65% of students will have demonstrated an increase in proficiency as measured by teacher-designed interim assessments

Part 5b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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 secondary school, we are strategic in our outreach to recruit and retain the best teachers for our students. As such, our efforts include:

- A strong Interview Team, who have developed a rigorous set of criteria
- Utilization of New Teacher Finder
- Coordination with our CFN and Cluster to share information on candidates
- Administrative presence and outreach at NYC DOE organized hiring fairs,
- Recruitment outreach to local teacher preparatory programs (Brooklyn College, Hunter College, and Teachers College at Columbia University),
- Recruitment from pools of teachers with proven records of growing effective teachers (New York City Teaching Fellows and Teach for America), and

Our Professional Development Plan is designed to be responsive to the identified needs of our teaching faculty, allowing us to provide high quality professional development as a means to ensure our staff remains highly qualified. This has included professional development from our CFN Network team, who differentiate their support for full-staff, group, and individual professional development opportunities. School administrators spend considerable time observing and consulting with teacher teams. A monthly meeting with the principal and grade team leaders provides a regular opportunity for feedback to administration about team needs. Regular observation of team meetings on Monday afternoons provides administrators with additional evidence of professional learning needs among the whole staff, specific teacher leaders, or specific teacher teams. These regular meetings and observations result in modifications to the Professional Development Plan throughout the year.

In order to internally build the capacity necessary to maintain a highly qualified staff, we employ a structure of facilitative leadership, whereby existing staff members' turnkey professional development, share expertise with their colleagues, and act as mentors. We also have an internal Lead Teacher role, created this year, who provides structured supports to colleagues. Our program and schedule also affords teachers greater levels of access to coaches in literacy, mathematics, science, social studies, restorative practices, and management of difficult behaviors throughout the school year

When programming students for classes each semester, the school administration and master programmer seek to

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

School leadership also seeks ongoing professional development opportunities to retain and support all teachers in the school. The school's CFN provides individualized coaching for teachers and invites them to lead or participate in an inter-visitation program called the "Lab Site" initiative.

2b. 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).

Our Professional Development plan is designed to be responsive to the needs of our teaching faculty, as identified in frequent cycles of classroom observations. Additionally, we are engaged in frequent cycles of observation of our teacher teams as a means to connect the work of teams to classroom instruction and, in response, provide the necessary supports. This allows us to provide professional development in a manner that is tailored to meet the differentiated needs of a diverse faculty.

Additionally, our SIG partners have been charged with providing targeted support to the teachers with whom they work closely, allowing us to augment our own professional supports with those of expert organizations, coaches, researchers, and consultants. SIG partners provide individualized coaching and many sustain large group learning as part of our Professional Learning Communities (PLCs) initiative. One Monday afternoon per month is dedicated to PLCs where teachers work with coaches and lead teachers to develop pilot programs or extend individualized professional learning in a small group setting. PLCs are currently learning about project-based assessment, engaging curriculum design for social studies classrooms, effective classroom management techniques for difficult behaviors, restorative practices for accessing student voice, standards-based grading, inclusive classrooms, and literacy initiatives. These same topics are the focus of individualized coaching that occurs in between the PLC meetings by lead teachers and coaches from SIG-funded partnerships.

We also utilize our CFN, Cluster, and Central PD office to further ensure our PD is high quality, and ongoing in support of identified needs.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

The decision making process regarding curriculum and assessment is a collaborative one between school leaders and faculty members and can be seen in multiple forms. Firstly, we have created a structure of meetings that allow teachers multiple opportunities to select and use assessment measures of their choosing, and multiple vantage points from which to observe their impact. Our teacher team meetings take the form of grade meetings, PLCs, department meetings, and faculty meetings, affording every teacher multiple opportunities to gather and analyze assessment results in multiple settings and with multiple colleagues. Each team has a Team Leader who facilitates the meetings and acts as a member of an extended instructional cabinet, informing the decisions made by school leaders. Team Leaders meet monthly, representing their colleagues and the work they have individually and collectively undertaken. As a result, teacher teams have been provided significant latitude to determine the foci of their work, assessment measures and protocols that best suit their needs, and input into the types and levels of PD they receive (both internally and off-site).

Secondly, we conduct faculty and department meetings in which we solicit school-wide responses to different assessments and/or to review item-analysis reports and other results for action planning and instructional modifications, always aligning to the ongoing work of our teacher teams and the team leaders' expert knowledge of their teams.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$589,785	X	Section F. Partnerships Section H. Educational Plan (all sections)
Title I School Improvement 1003(a)	Federal	\$1,350,000	X	Section F. Partnerships Section H. Educational Plan (all sections)
Title I Priority and Focus School Improvement Funds	Federal	\$149,301	X	Section F. Partnerships

				Section H. Educational Plan (all sections)
Title II, Part A	Federal	\$0	N/A	N/A
Title III, Part A	Federal	\$21,872	X	Section F. Partnerships Section H. Educational Plan (all sections)
Title III, Immigrant	Federal	\$0	N/A	N/A
Tax Levy (FSF)	Local	\$4,465,930	X	Section E. Instructional Staff

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. Juan Morel Campos Secondary 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 the school and the families. The 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 the school community. Juan Morel Campos Secondary 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- encouraging more parents to become trained school volunteers and leaders;

- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 30 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Juan Morel Campos Secondary Sc	DBN: 14K071
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

This year, Juan Morel Campos Secondary School will be offering a supplemental program after school to assist middle school and high school ELLs with their skills in English literacy.

Our Skill Builders Class will support Middle School English Language Learners in building and improving their skills in the reading and writing modalities. This program is needed based on the data from the 2014 NYSESLAT scores which reflected that reading and writing are the area of greatest struggle for our ELLs. This program will also support students in acquiring the necessary skills to achieve improvements in academic performance as well as on state examinations. These students will be from grades 6, 7 and 8. Twenty ELL students will participate in the Supplemental Instructional Class-Skill Builders. Using the English 3D Program from Scholastic, dictionaries and glossaries in this class will give the ELLs the opportunity to practice reading and writing skills. The students will read and write articles about current societal issues and problems. Students will engage higher order critical skills to provide solutions to a variety of societal dilemmas, and they will read and write about these as well as organize and present their thoughts to the group. Students will create portfolios of their best work. In order to also strengthen their listening skills, students will also view various content area videos and create written summaries and enter into small group debates around the topics.

This program will take place afterschool on Wednesdays and Thursdays, on the dates listed below, from 2:35 pm - 4:35 pm. All classes will be taught in English by a certified ESL teacher.

For our high school students, we will have an after-school program on Wednesdays and Thursdays, from 2:35 to 4:35pm. There will be three high school classes, each with 20 students. The first, taught by a licenced ESL teacher, will explore the themes from their Global History classes during the Title III programs. They are studying ancient civilizations up through modern times. The focus themes will be cultural diffusion (ideas-technology-food-disease), geography, beliefs systems, trade, arts and conflicts. This will support the ELA CCLS as students will be required to read and annotate excerpts from the Global History and World History texts, leveled online resources, and primary sources. Student will be required to respond orally, in paragraphs and essays. Students will engage in debate and defend their position using evidence from historical texts from around the world, regarding historical concepts as they relate to current events, such as "Should police officers be required to wear cameras?" and comparing ideas of radical and moderate leaders during the French Revolution and today. Students will practice reading, analyzing, writing, speaking and listening skills through these debates. Students will create a project from a select culture will help our ELLs with reading and analyzing texts, and increasing their vocabulary. Comparing and contrasting characteristics are important concepts in ELA CCLS and will

Part B: Direct Instruction Supplemental Program Information

help students English language acquisition, score better in class and on assessments.

A second high school class of 20 ELLs will run on the same schedule during after school will teach 20 ELL students key ideas in geometry and algebra in a more visual and hands-on manner to ensure understanding of those critical concepts. This will be taught by a certified ESL teacher. The course will develop the students' academic vocabulary needed to understand and explain the mathematical concepts. Hands-on materials and on line resources will be used that are not used for these students during the day program. Common Core aligned materials including selected Engage NY units that are not used for these students during the day program as well as online resources will be used.

The third high school class will be for 20 ELLs and taught by a licensed ESL teacher. This class will focus on academic vocabulary development and interdisciplinary, content area reading and writing skills. This supplementary program will target the CCLS and NYS ESL standards that most directly impact ELL performance in content area classes. This class will use the Academic Vocabulary Toolkit (1 and 2) by Kate Kinsella and Reading and Vocabulary Development: Concepts and Comments, by Patricia Akert and Linda Lee. With these programs, students develop reading skills and systematically increase their active vocabulary while exploring and expanding critical thinking skills. Additionally, students will become proficient in using a thesaurus and dictionary to help themselves in content area reading and writing. To focus on the targetted non-fiction reading skills particularly needed in content area classes, this supplemental program will engage students in non-fiction reading through National Geographic's Active Skills for Reading (book 1), by Neil Anderson, which uses thematically organized reading passages to teach reading comprehension and vocabulary skills.

All three of these supplemental classes will be offered in two-hour sessions on Wednesdays and Thursdays, for a total of 38 sessions.

Session dates are: October 29, 30

November 4, 5, 12, 13, 19, 20

December 3,4, 10, 11, 17, 18

January 7, 8, 14, 15, 21, 22

February 11, 12, 25, 26

March 4,5, 11, 12, 18, 19, 25,

April 1, 15, 16, 22, 23, 29, 30

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: ESL faculty and other teachers of ELLs from Juan Morel Campos Secondary School will form a professional study group, the theme of which is co-teaching ELLs in the inclusive classroom. Over the past year, we have reprogrammed most of our ESL support to be in a co-teaching model with content area teachers and our teachers have been asking for more training in this. The professional study group will be comprised of 1 administrator who supervises ESL, 4 ESL teachers, 1 social studies teacher and 1 science teacher. They will read "Collaboration and Co-Teaching: Strategies for English Learners" by Andrea Honigsfeld. This reading will help ESL teachers to develop strategies and systems to co-teach with general education teachers in content areas. By including general education teachers in the study group, they will develop greater sensitivity to the needs of ELLs and learn to incorporate strategies to better support ELLs in the classroom and their access to the full curriculum. The administrator will gain a better understanding of the similarities and differences of ESL co-teaching as compared to special education co-teaching, and will be better able to support all co-teaching partnerships.

All members of this study group will implement their learning and present their learning at a faculty conference in June 2015. The study group will meet three times, discussing a set of chapters at each meeting. At each meeting, teachers will make connections to their own practice, adapt and implement strategies laid out in the book, and report back to the group at the following meeting about the findings of those experiments.

The study group sessions and the focus of each meeting will be a set of chapters of the book:

Monday, January 5, from 2:35pm to 3:55pm: The essential components of an integrated, collaborative ESL program, and how co-teaching supports ELLs.

Thursday, February 5, from 2:35pm to 4:05pm: Best practices for co-planning, and collaboratively instructing and assess ELLs.

Monday, March 2, from 2:35pm to 3:55pm: How ESL teachers can best help support and train content area teachers in best practices of teaching ELLs.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

This year, our school began a partnership with Coalition for Hispanic Family Services (CHFS) who are currently operating a middle school after-school program every school day focusing on arts and literacy .

Many of middle school ELLs attend the after-school program run by this organization. The Juan Morel Campos Secondary School in conjunction with CHFS hopes to provide as many opportunities as possible for our students to excel and keep their parents informed about community and academic services and support available to them at through CHFS and at Juan Morel Campos. We plan to do this by means of three 90 minute informational meetings held after the end of the school day. The meetings will be conducted by two ESL teachers from the school, one bilingual guidance counselor from the school, and the Director of the CHFS Arts and Literacy After School programs, along with the CHFS site director for Juan Morel Campos.

The subjects of the meetings will include:

MEETING 1: Thursday, January 22, 2014 5pm - 6:30pm: The Home and School connection for ELLs

1. An introduction from CHFS and overview of the academic and social services that they offer, focusing on their middle school literacy support, with bilingual staff members, which students can attend in addition to the Title III program. They will also focus on how CHFS can help connect families to community resources to support families with navigating the public school system and advocating for students with special needs.
2. Discussion with parents lead by both CHFS Arts and Literacy Director, JMC's bilingual guidance counselor and an ESL teacher about the importance of home-language literacy, and strategies to support the literacy goals of the supplemental program at home.
3. School staff will lead a workshop on communication between children/parent and parent/school in ways that best support student success in school.

MEETING 2: Wednesday, March 18th, 2015, 5pm - 6:30pm Planning for College

1. The school's College Bound counselor and bilingual guidance counselor will make a presentation about the services and supports available in school through her office, as well as an overview of the college application process in the United States. How to pay for college will also be discussed. She will

Part D: Parental Engagement Activities

help middle school parents understand the benefits of early planning and help high school parents plan a timeline of steps in the application process starting with exams in 11th grade.

2. Additionally, the bilingual guidance counselor will lead a discussion to get feedback from parents about how the school is supporting their students. This feedback will be brought to the school's leadership team for planning for future improvements to our programs.

MEETING 3: Wednesday, May 13th, 2015 5pm - 6:30pm

Reflecting on Success and Planning for the Future

1. This meeting will be a celebration for students who have regularly attended the supplemental Title III program. Parents of ELLs need to recognize the need for positive reinforcement of their children's academic accomplishments. The celebration will also serve to educate parents of ELLs about the importance of the connection between home and school.

2. The Title III program teachers and bilingual guidance counselor will then lead a workshop for caregivers on examining the academic progress of their ELL students through the current school year and setting goals for the coming year.

Provide parents/caregivers with all available data on their student: NYSESLAT, NYS middle school reading and math exams, school report cards, transcripts, attendance and late starts, class cuts, IEP goals. School staff will provide coaching to caregivers about how to make meaning of the data and how to align supports at home with student needs. Core supports of home language literacy and academic engagement will be emphasized.

Part E: Budget

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

Allocation Amount: \$21872

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. 	\$0.00	

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$21872

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$0.00	_____
Educational Software (Object Code 199)	_____	_____
Travel	\$0.00	_____
Other	\$0.00	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

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

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
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, Yiddish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							2	2	2	1	1	1	1	10
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained							1	1	1	5	5	5	5	23
Push-In							2	2	3	1	2	1	2	13
Total	0	0	0	0	0	0	5	5	6	7	8	7	8	46

B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	68	14	0	59	0	0	68	0	0	195
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE <u>Spanish</u>							0	6	4					10
SELECT ONE <u>Yiddish</u>							5	4	6	4	1	1	5	26
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	5	10	10	4	1	1	5	36

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
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									
SELECT ONE _____									0	0	
SELECT ONE _____									0	0	
SELECT ONE _____									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							20	18	24	22	30	17	25	156
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1				1	1		3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	21	18	24	22	31	18	25	159

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							7	10	9	11	7	3	12	59
Intermediate(I)							4	10	13	3	10	8	10	58
Advanced (A)							15	10	13	11	13	7	9	78
Total	0	0	0	0	0	0	26	30	35	25	30	18	31	195

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	16	2	2						20
7		26							26
8	22		1						23
NYSAA Bilingual (SWD)							8		8

NYS Science

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)								1	1

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Assessment tools from the RIGOR program are used to assess the early literacy skills of ELLs. The LAB-R for first time entrants is also used as an initial assessment for language in both English and Spanish. ELL Periodic Assessments are administered to all students in grades 6 through 12 and Pre-Regents examinations are given to ELL, as well as non-ELL students. Additionally, all students are

- assessed using either the Fountas and Pinnell or Bader reading assessments in ELA. Their writing is evaluated using a "cold-write" designed to assess the skills necessary for success at each grade level according to the Common Core State Standards.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels indicates that most of our students are at Levels 1 and 2. What is revealed by the data patterns on the LAB-R is that more students are deficient in their native language skills when entering the New York City Public School System. Therefore, they have limited native language skills that can be transferred to English, thus making it more difficult to make gains in English proficiency. More native language support is necessary to support these students.
 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](#))
Results of the NYSESLAT are reviewed and analyzed to determine where the students are having the most difficulty in: Listening/Speaking and/or Reading/Writing. Instructional decisions are made based on the students' area of deficiency and all ELA/ESL and content area teachers focus on the specific needs. A chart made by each teacher creates a visual representation of group strengths and needs across student groups. Patterns in this chart are used to guide the design of instruction and learning activities for each individual and group of students.
 4. 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?
 - a. ELLs in the 6th, 7th and 8th grades are struggling more in Reading/Writing than in Listening/Speaking. More ELLs are reaching the Advanced level in Listening/Speaking in grades 6, 7 and 8 when compared to ELLs in grade 9-12. This is, in part, due to the fact that the school received 25 first-time entrants in the New York City Public School System in the 2009-2010 school year and 9 in the 2010-2011 school year (mostly at the high school level). Again, in 2011-12 we have taken in 10 new students as of this report. Fewer ELLs are reaching proficiency in Reading/Writing than the number reaching proficiency in Listening/Speaking in grades 6-12. ELLs are faring better in tests taken in Spanish in the content areas.
 - b. The school leadership and teachers review the item analysis of the ELL Periodic Assessments to identify the specific skills where students are struggling with in order to reteach these skills in ELA and in the content area classes
 - c. The school is learning where to focus their instruction based on the ELL Periodic Assessments. Since our students are struggling in Reading, ESL teachers, together with ELA and content area teachers who service the ELLs, will teach reading strategies students can use to help them read difficult texts. They will learn to read to: answer questions; obtain ideas and information; use text features, such as a glossary or text box, to figure out the meaning of unfamiliar words or concepts; use prior knowledge of genres and subjects; etc.; and hold onto ideas and information. In Writing, the focus will be to write from a simple essay and then write an essay about texts. ELLs will be taught to make an outline, create a web, or make some notes to help organize their ideas logically and clearly (i.e., a beginning, middle and end) that will keep them on task when writing. They will learn how to include story elements (i.e., setting, character, plot, problem, solution, etc.) to help plan and tell a story. They will learn how to write details and examples to support their ideas and feelings using specific and relevant examples. The Native Language is used to support instruction after school and on Saturdays. Also ELLs are given glossaries, word-to-word translation dictionaries, native language books, etc. An ELL Inquiry Team is also identifying students who have not made sufficient gains on the NYSESLAT and ELA examinations
 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
N/A -- no students in grades K-5
 6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL teachers meet in inquiry teams with content area and special education teachers servicing the same students. These inquiry teams analyse student work for progress in second language development, IEP goals, general education content, and integration of Common Core Standards. ESL teachers focus on ELLs language development in the inquiry team, and share progress reports with the rest of the team so that they may use the information about the student's progress in instructional decisions.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs by analyzing students' individual progress in all four modalities. Also, we analyze

the movement of ELLs from beginner to intermediate, from intermediate to advanced and from advanced to English proficiency. The movement of ELLs from Level 1 to Level 2, from Level 2 to Level 3 and from Level 3 to Level 4 in the ELA and Math examinations is also reviewed. Finally, the results of all Regents examinations, including the ELA Regents, are reviewed. Based on these analyses teacher instruction in ELA and in the content areas, including ESL instruction (push-in and pull-in) is modified and differentiated to focus on the areas where each of the ELLs are having more difficulty.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Whenever a new student enrolls at Juan Morel Campos Secondary School, the parents are given a Home Language Identification Survey (HLIS) and an informal interview is performed by the licensed bilingual guidance counselor to determine the child's home language. The ESL Coordinator determines if the child speaks a language other than English and administers a Language Assessment Battery - Revised (LAB-R) test to determine English Proficiency. If the student is not proficient in English based on the hand scored LAB-R, then the student is administered the Spanish LAB-R. The licensed Bilingual Guidance Counselor interviews the students and parents using the SIFE Oral Interview Questionnaire and AALD Assessment to determine whether or not they have interrupted formal education. If so, they are classified as SIFE. The student is then placed with the appropriate bilingual or ESL class within 10 days of enrollment.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
After the new enrolled student is identified as an ELL, the ESL coordinator, Mr. Rolando Tiburcio - a licensed ESL teacher - notifies and encourages parents to attend an orientation so they can choose the appropriate program for their children. At the orientation they are informed of the 3 different programs (TBE, DLA, ESL) that are offered around the city and the program that we offer here at Juan Morel Campos. They are informed that their children can be placed in a bilingual class if there is sufficient number of entitled students with the same home language and grade level. If there are no sufficient students to form a Transitional Bilingual program, then they have the option to transfer their children to another school in the district that has TBE; and if they choose to leave their children at the school, he or she will be placed in a Freestanding English as a Second Language program. They are also informed that this placement is for the entire school year. Dual Language is not offered in this school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Mr. Rolando Tiburcio (ESL Coordinator) ensures that entitlement letters and Parent Survey and Program Selection forms are returned, and secured/stored in his classroom in designated, locked filing cabinets with parent surveys and forms organized in a binder by the year. In September, Mr. Tiburcio distributes and collects the continued entitlement letters. Entitlement Letters and the Parent Survey and Program Selection forms are distributed and completed at the time of the parent orientation. Questions are reviewed one by one to ensure that parents understand the question so that they are able to respond accordingly. Parents complete and return the Parent Survey and Program Selection forms at the time of the ELL Parent Orientations.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Upon completion of the survey, parents are made aware of the three programs offered in New York City schools for ELLs (Bilingual, Dual Language and ESL) as well as the options available at our school. When the parents complete the Parent Survey and Program Selection form, the Assistant Principal, Eric Fraser, together with the ESL Coordinator review the parent choice feedback and place the students in the program of their choice if it is available at our school. Parents who chose a program that is not

offered here are provided with a list of schools that offer the program of their choice. Consultation and communication activities are conducted in Spanish as it is the dominant language of ELL students' parents here.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered by the four licensed ESL teachers and every Spring to all ELL students, including ELAND students and students who take New York State Alternate Assessments.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested has been English as a Second Language (ESL). The Parent Survey and Program Selection forms are kept on file in the ESL Coordinator's office. If parents select a program other than ESL as their first choice, parents are explained their right to transfer their child to a school that offers their first choice program. If parents decide to maintain their child at our school, then tallies are kept of their first choice of program so that if we get sufficient students whose parents select the same program, we can offer the program at our school. The program models offered at our school are aligned with parent requests. Our ESL program is a combination of "push in", (Co-Teaching), "pull out", and self-contained ESL classes organized largely by proficiency level.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Instruction is delivered as follows:

- a. Push-In (Co-Teaching), Pull-Out, Collaborative, and Self-Contained, depending on the students' proficiency level.
 - b. The classes travel together as a group in grades 6-8 (1 class each in grades 6, 7, and 8; 1 bilingual/Spanish Sp. Ed. bridge class, and 2 bilingual/Yiddish Sp. Ed. classes (1 class in grade 6, 1 bridge class in grades 7 and 8) and the students are heterogeneously grouped in English proficiency levels. The ELLs in grades 9 through 12 are homogeneously grouped in self-contained ESL classes. There is also 1 bilingual/Yiddish bridge class (grades 9, 10, 11 and 12) that travel together as a group.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Four licensed ESL teachers provide the mandated number of instructional minutes according to proficiency levels by a combination of Push-In, Pull-Out, Collaborative, and Self-Contained models in ELA and in the content areas. The 1 bilingual/Spanish Sp. Ed. and the 3 bilingual/Yiddish classes provide the mandated number of instructional minutes according to proficiency levels using both English and the native languages (Spanish and Yiddish) and increase the percentage of English while decreasing the use of the native languages as they become more proficient in English.

- a. ESL instructional minutes are delivered as per CR Part 154 in ELA classes and in the content areas according to the students' English proficiency level (grades 6 through 8 - Beginner and Intermediate students receive 360 minutes per week of ESL instruction and Advanced students receive 180 minutes per week in ESL and 180 minutes in ELA per week; grades 9 through 12 - Beginner students receive 540 minutes per week of ESL instruction, Intermediate students receive 360 minutes of ESL instruction and Advanced students receive 180 minutes of ESL and 180 minutes of ELA instruction). ESL is provided using a Pull-out/Push-In model for Beginners and lower-level Intermediate students in ELA and in the content areas and Push-In Model for Advanced students in ELA and in the content areas in middle school. In high school all students are placed in self-contained ESL classes to receive their mandated minutes of service.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ESL and bilingual teachers provide a range of supports for evaluating students in their native languages. Beginners are offered assessments that are fully translated into the native language, or parts are offered in parallel with English and Spanish. Where written translation is not offered, oral translation is provided as needed. In situations where native language literacy is limited, oral evaluations are done to assess understanding. Assessments are tailored to students' strengths as determined by modality analysis

either in speaking/listening or in reading/writing. Teachers progressively remove language scaffolds to continuously challenge students' English language development, but basic scaffolds such as glossaries are maintained.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ESL and bilingual teachers use modality analysis to identify student strengths and needs, and tailor evaluations to the strengths. Evaluations in content areas that are primarily reading/writing are modified to include speaking/listening sections so that ELLs are continuously practicing and being evaluated in all four modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction for ELL subgroups is differentiated as follows:

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

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

c. The instructional plan for ELLs receiving service 4 to 6 years includes teaching strategies to develop the area in which they need more support (i.e., Speaking/Listening and/or Reading/Writing). The focus is to make content comprehensible for ELLs by infusing multi-sensory approaches and balanced literacy. This includes modeling, contextualization, text representation, schema building and instructional scaffolding techniques. The Edge Program is a supplemental textbook that is designed for use with ELLs and struggling readers. It is generally used with ELLs of higher proficiency levels.

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

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

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

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

The school has a bilingual, self-contained, bridge class for middle school ELLs with IEPs. In the high school, students with IEPs and ELL needs are assigned alternate placement paraprofessionals to provide language support in their content area studies. The alternative placement paraprofessional enables these students to participate fully in general education classrooms alongside their non-disabled peers. The special education supervisor (Assistant Principal, Jason Rosenbaum) reviews the IEPs of ELL students and meets with the Special Education and ESL teams to see that all mandates are met in the least restrictive setting possible, and additional supports are provided when needed for a student to participate more fully with non-disabled peers.

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of Instruction

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

Native Language Arts:	none			
Social Studies:	Yiddish			
Math:	Yiddish			
Science:	Yiddish			

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

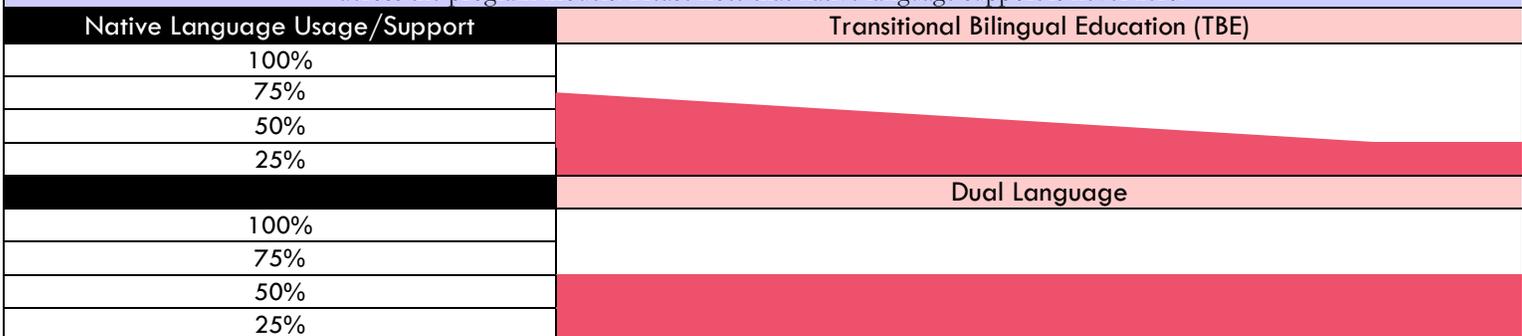
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	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.
- High School ELLs participate in an after school program where students receive content area instruction in English and in their native language (Spanish) to reinforce what is being taught during the regular school day. Middle School and High School ELLs participate in a Saturday Literacy Program (taught in English and in Spanish).
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is effective in moving ELLs toward proficiency in all four modalities as evidenced by the NYSESLAT scores. We utilize the Rosetta Stone, listening centers and after-school to monitor and respond to intervention as needed.
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. They all participate in the Talent classes that are offered, in holiday celebrations, school performances, College Fairs, college trips, Financial Aid Night, etc. Our bilingual Parent Coordinator and several bilingual paraprofessionals serve as translators at these events. Our full 6th grade is offered a free afterschool program run by a Community Based Organization which also included literacy tutoring, and ELLs are included in this program on the same basis as all other students. Several of the CBO staff speak Spanish and they work with ELL students and their families to facilitate involvement in the program. Grades 7-12 are offered free Extended Learning Time (ELT) three days per week which offers support in various subject areas and club activities; ESL teachers are part of this program and funds are set aside to pay for paraprofessionals to support ELLs with IEPs in ELT. ELLs also have the opportunity to participate in supplemental ESL / bilingual instruction after school and on Saturdays throughout the school year.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials that are used are the Rosetta Stone computerized reading and language acquisition program, Keys to Learning textbooks and workbooks, RIGOR, Destination Math computerized program, Grammar in Action, QTEL strategies, in addition to graphic organizers, visualization and the Edge Program. Depending on their assigned teacher, some ELLs will have access to Achieve3000, an online literacy building supplement. Lastly, each ELL student periodically has access to one of seven iPad 2s that are equipped with apps to target language acquisition, literacy and English proficiency.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Two of the four ESL teachers speak Spanish. When they are servicing the ELLs in ELA, self-contained classes and in the content areas, they use the native language (Spanish) when necessary, to ensure that students understand certain concepts being taught in the classroom. Bilingual dictionaries and glossaries are provided in the content areas. Cognates are taught to students so that they can see the similarities between their native language (Spanish) and English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The resources utilized in our program are in accordance with the grade bands in the Common Core Learning Standards. Texts such as The Crucible, Romeo and Juliet, Of Mice and Men, and Othello are read and analyzed by the ELL population.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Staff members attend the Middle School and High School Fairs (Citywide and Regional) so that prospective students become familiar with the programs available at the school. Open Houses are held throughout the school year where students and parents are given a tour of our school. Student and Parent Orientations are held in July of each year for incoming 6th and 9th grade students. Incoming ELL students and their parents are also offered orientations whenever they enroll throughout the school year.
18. What language electives are offered to ELLs?
- The only language elective that is offered to ELLs in our school is Spanish. This is the only language that is offered for all our non-ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. All teachers who service ELL students receive professional development in differentiated instruction within the classroom and with regards to effective collaborative teaching. ESL teachers who are trained in QTEL, RIGOR, etc. conduct turn-key training with the teachers in the collaborative co-teaching model. Certificates of training received are maintained in teacher personell files.

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. PTA Meetings are held throughout the school year for all parents, including parents of ELLs. Translators are provided for parents of ELLs who do not speak English. ELL parent orientation meetings are held throughout the school year, especially for parents of ELLs who are first-time entrants into the New York City Public School System.
 2. The College Bound Initiative advisor organizes College Fairs, Financial Aid Night, etc. and the Fairs are conducted in English and Spanish for students and parents. iMentor connects students with college graduates who are working professionals to offer a role model and practical guidance in pursuing a college education.
 3. During registration, the bilingual guidance counselor interviews the ELL students and their parents to evaluate their needs. Throughout the school year, they develop rapport, maintain communication and build a relationship with the ELLs and their parents and they feel comfortable coming to school to discuss any concerns they may have.
 4. During PTA meetings, ASPIRA parent gatherings, College Fairs, Financial Aid Night, etc. parents share their needs and concerns with the bilingual guidance counselors, bilingual school psychologists, deans, college advisor and assistant principal. They also speak with the bilingual Parent Coordinator about any concerns they have. The PTA has a clothing drive for families that are in need, especially families that are new in the country since most of them come from the Carribean where they do not wear warm clothing, coats, etc.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Juan Morel Campos

School DBN: 14K071

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 Network: 112

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

Part A: Needs Assessment Findings

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

At the time of admission parents of students who are entering the New York City Public School System for the first time are given the Home Language Identification Survey (HLIS) to complete. The ESL Coordinator, Mr. Rolando Tiburcio (licensed ESL teacher), reviews the HLIS form and determines the primary home language. For students coming to our school from other schools in the NYCDOE, home language is questioned and assessed at parent orientations, surveys and on emergency "blue cards", as well as by our parent coordinator during casual contact with families in our main office. The parent coordinator records all this information and cross references with home language as indicated in ATS.

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

