



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

<b>DBN: (i.e. 01M001):</b>	<b>27Q480</b>
<b>School Name:</b>	<b>JOHN ADAMS HIGH SCHOOL</b>
<b>Principal:</b>	<b>DANIEL SCANLON</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: John Adams High School School Number (DBN): 27Q480  
School Level: High School Grades Served: 9-12  
School Address: 101-02 Rockaway Blvd., Ozone Park, NY 11417  
Phone Number: 718-322-0500 Fax: 718-738-9077  
School Contact Person: Kerrie D'Esposito Email Address: [KDesposito@schools.nyc.gov](mailto:KDesposito@schools.nyc.gov)  
Principal: Daniel Scanlon  
UFT Chapter Leader: Thomas Maher  
Parents' Association President: Nanda Misir  
SLT Chairperson: Joanna Cohen  
Student Representative(s): Isabella Ganesh / Yasha Pandohie

**District Information**

District: 27 Superintendent: Donald Conyers  
Superintendent's Office Address: 6565 Flatlands Avenue, Rm. 104C, Brooklyn, NY 11236  
Superintendent's Email Address: [DConyer@schools.nyc.gov](mailto:DConyer@schools.nyc.gov)  
Phone Number: 718-968-4100 Ext. 1044 Fax: 718-241-9223

**Cluster and Network Information**

Cluster Number: \_\_\_\_\_ Cluster Leader: \_\_\_\_\_  
Network Number: CFN 536 Network Leader: Gerard Beirne

## 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:

- 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\*.
- 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.\*\*
- 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)
Daniel Scanlon	*Principal or Designee	
Thomas Maher	*UFT Chapter Leader or Designee	
Nanda Misir	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Isabella Ganesh Yasha Pandohie	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joanna Cohen	Member/ CSA Representative	
Alice Baumann	Member/ Teacher	
Susan Panzer	Member/ Teacher	
James Pitman	Member/ Teacher	
Dawn Ellis	Member/ Parent	
Suzette Harding	Member/ Parent	
Fernando Leana	Member/ Parent	
Ann Murray	Member/ Parent	
Elizabeth Sanchez Rocca	Member/ Parent	
	Member/	
	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

The School Comprehensive Educational Plan is meant as a tool 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 CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

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 School Comprehensive Educational Plan (SCEP) will reflect this focus and 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 expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
●	<b>Rigorous Instruction:</b> 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.
●	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
●	<b>Collaborative Teachers:</b> 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.
●	<b>Effective School Leadership:</b> 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.
●	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
●	<b>Trust:</b> 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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 SCEP Development

School Leadership Teams should engage in the following steps:

- **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, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. 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, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your 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 complete the 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: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

At John Adams High School we hold ourselves responsible for fostering and sustaining a school wide culture of life long learning, resulting in the skills and knowledge necessary for success in college and 21st century career readiness.

### John Adams HS Mission Statement

John Adams is a large, diverse NYS priority school of 2,600 students. In alignment with our mission statement, over the past two years a significant number of structural and instructional changes have been made. These include the establishment of Small Learning Communities (SLCs) centered on specific interests and themes; the administration of monthly assessments designed to measure student progress in in core subject area classes; the implementation of the inquiry cycle, in which the monthly assessments play a key role; and a school wide focus on meaningful engagement. Past SCEPs have addressed the rationale, development, and implementation of these programs, while this year's, in many ways, measures the progress which has been made and incorporates the results of last year's state DTSDE report to determine this year's goals and next steps. What has been the impact of our past work, and what needs to be now in order to advance student learning and preparation, both in high school and in the future?

In order to provide our students with the college and career preparation they deserve we have instituted a series of initiatives with the combined goals of improving instruction and aligning it with the Common Core Learning Standards, promoting the learning of both students and adults, and fostering a culture of collaboration and engagement between students, parents, staff, and community. Among the most important of these initiatives are SAM, WITSI, and PBIS.

SAM (Scaffolded Apprenticeship Model) is a two year school improvement and leadership development program offered through Baruch College. Consisting of a cohort of 18 John Adams teachers, SAM centers on data analysis and the cycle of inquiry to identify both learning gaps and the structural/instructional systems which contribute to the creation of those gaps, resulting in the development and implementation of evidence-based cycles to change the identified obstacles. Through the shared facilitation of SLC common planning time the SAM cohort, which represents approximately 10% of the teaching staff, supports the professional learning of other staff members as well.

The WITSI (Writing is Thinking/ Strategic Inquiry) is based on the Judith Hochman writing program and provides a scaffolded approach for developing both student writing and critical thinking skills. David Coleman, one of the driving forces behind the Common Core, has cited Hochman's program as being an exemplary example of Common Core implementation. Last year a team of John Adams teachers wrote a ninth grade curriculum aligned with the program, and this year it is being incorporated into the EngageNY curricula for ninth and tenth grades.

The Positive Behavior Interventions and Support (PBIS) program operates from the understanding that behavioral and academic concerns oftentimes are interrelated, and thus uses a two-pronged approach that addresses the needs of the whole student. At Adams we have created specific communication systems centered around transparency, accountability and data collection, as well as systems for offering opportunities for the promotion of positive, pro-social behavior. PBIS serves as a framework through which our school is building a positive, supportive community and like the SAM participants, this year PBIS team will play a key role in

facilitating SLC work regarding family engagement. One of a very small number of large high schools to be implementing PBIS, John Adams has been named a model site by the DOE.

In addition to these programs John Adams also has partnerships with World Leaders, Global Kids, Urban Arts, and the Liberty Partnership Program at St. John's University, all of which focus on attendance and/or instructional strategies. We also are an official candidate school for the International Baccalaureate (IB) program.

The past work which has been done has resulted in the NYSED DTSDE report rating John Adams as effective in Tenets 2 (School Leader Practices and Decisions) and 5 (Student Social and Emotional Developmental Health). The goals and action plans in this SCEP reflect work needing to be strengthened in tenets related to Curriculum Development, Teacher Practices and Decisions, and Family and Community Engagement.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

## 27Q480 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	2666	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	47	# SETSS	16	# Integrated Collaborative Teaching
				111
Types and Number of Special Classes (2014-15)				
# Visual Arts	26	# Music	31	# Drama
				N/A
# Foreign Language	83	# Dance	N/A	# CTE
				9
School Composition (2013-14)				
% Title I Population		78.6%	% Attendance Rate	81.0%
% Free Lunch		80.4%	% Reduced Lunch	7.7%
% Limited English Proficient		18.9%	% Students with Disabilities	15.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		5.7%	% Black or African American	26.1%
% Hispanic or Latino		38.6%	% Asian or Native Hawaiian/Pacific Islander	26.0%
% White		3.3%	% Multi-Racial	0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.33	# of Assistant Principals (2014-15)	11
# of Deans (2014-15)		8	# of Counselors/Social Workers (2014-15)	11
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		0.5%	% Teaching Out of Certification (2013-14)	6.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		1.2%	Average Teacher Absences (2013-14)	6.78
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2013-14)				
ELA Performance at levels 3 & 4		45.9%	Mathematics Performance at levels 3 & 4	54.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		75.5%	% of 2nd year students who earned 10+ credits	64.7%
% of 3rd year students who earned 10+ credits		60.9%	4 Year Graduation Rate	54.5%
6 Year Graduation Rate		65.1%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School		X		
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		NO	Black or African American	NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	NO
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		NO	Black or African American	NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		NO	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	NO
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	NO
Economically Disadvantaged		YES		

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school has established a practice that curriculum and lesson plans are used to implement the CCLS. However, the quality of the plans is variable across subjects and teachers in the areas of engagement, differentiation for all learners, and the use of formative and summative assessments. Because actionable feedback is not regularly used in most subjects, transfer of ownership for learning to the students is not generally accomplished. Source: DTSDE Report, p. 10

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By Feb. 15, 2015, all departments will adopt and use a formal data analysis protocol to monitor student progress and adjust curricular, lesson plans, and instruction to meet the needs of all students.

Priority Needs: Align curricula, CCLS, instructional focus, planning, and data analysis.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to</li> </ul>			

<p>impact change</p> <ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
In order to further align curriculum with the CCLS a school wide instructional focus of meaningful engagement through complex text has been identified. This is an extension of our past focus on meaningful engagement.	APs Supervision Teachers	9/14-6/15	Principal APs Supervision UFT Teacher Center
As a means of supporting our instructional focus two specific CCLS dealing with text analysis and vocabulary development have been identified. These standards will receive a school wide focus and will form a basis of teacher collaboration, interdisciplinary planning, and the development of a robust curriculum.	APs Supervision Teachers	11/14-6/15	Principal APs Supervision UFT Teacher Center
Continue to administer monthly Regents pre-assessments in the four core subject areas, and use item analysis to target specific skill and content gaps of both on track and targeted Cohort Q students. Results for all students will be made available to parents on Pupilpath.	APs Supervision Teachers	9/15-6/15	Principal APs Supervision UFT Teacher Center
Implement formal protocols for using data to make curriculum adjustments that will adequately scaffold instruction.	APs Supervision Teachers	2/15-6/15	Principal APs Supervision UFT Teacher Center

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Professional development for APs Supervision and teachers regarding strategies for analyzing and incorporating complex text.
- Professional development for APs Supervision regarding aligning curricular with data and the CCLS.
- Provide outreach and training to parents and staff members regarding the use of Pupilpath.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

**Part 6a.** 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.

2. Specify a timeframe for mid-point progress monitoring activities.				
By Feb. 2015 we will have:				
<ul style="list-style-type: none"> <li>• Creation of a formal data analysis protocol.</li> <li>• Inclusion of the targeted school wide CCLS as a topic of professional development meetings and inclusion in lesson plans and instruction.</li> </ul>				
Ongoing revisions are being made to curricula which reflect the CCLS and results of data analysis.				
<b>Part 6b. Complete in February 2015.</b>				
3.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
4.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school has demonstrated significant growth into a safe learning environment that uses a strategic plan to identify, analyze, and support the social emotional developmental health of students, resulting in measurable progress in targeted areas. Source: DTSDE Report, p. 19

Priority Need: Systematically promote a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers, and students.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 there will be an increase in parent contact and student attendance and a decrease in suspensions and other disciplinary actions, when compared to June 2014.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
1. Research-based instructional programs, professional			

development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			<i>activity/strategy?</i>
In order to meet multiple social-emotional and academic needs the PBIS system of tiered interventions will continue to be expanded. Intervention team members will receive PD.	All Students	9/14-6/15	Principal AP Guidance PBIS Team
Targeted staff members will receive professional development on the SWIS system, a data collection and tracking tool specifically designed for PBIS, in order to look for trends and use the data to make informed decisions. They will then turn key this information.	PBIS Team Directors	9/14-6/15	Principal AP Guidance
The PBIS student ambassadors will continue to receive training regarding preparation of classroom presentations with prosocial themes.	All Students	9/14-6/15	Principal AP Guidance PBIS Team
The PBIS team will facilitate family engagement and outreach during Tuesday common planning time meetings.	Teachers Parents Students Parent Coordinator	12/14-6/15	Principal AP Guidance

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Professional development for all staff, but especially guidance counselors, deans, and Small Learning Community directors on PBIS tiered interventions.
- Professional development regarding the use of the PBIS SWIS system.
- Ongoing maintenance of the SWIS system.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By Feb. 2015:

- The PBIS team and other relevant staff will have received training on SWIS and tiered interventions.
- A formalized system will be in place to inform parents of "good news" about their children.
- Formalized plans will be developed to address the attendance and/or social-emotional needs of targeted students.

<b>Part 6b. Complete in February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school has established a widely known instructional focus on student engagement, professional learning and data analysis to drive the planning, delivery, and analysis of classroom practices. Although a reduction in suspension and reported incidents confirms an environment more conducive to learning and some observed practices reflect the instructional shifts, in practice, too few teachers provide multiple access points tailored to individual student needs; therefore, opportunities for many students to engage and perform at high levels are missed. Source: DTSDE Report, p. 14

Priority Needs: Since all tenets for this rating are developing each one must be considered a priority.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By Feb. 15 a minimum of 50% of common planning time will be devoted to teacher collaboration, so that by June 2015 a minimum of 60% of teacher observation reports will include low inference evidence of meaningful engagement through complex text.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School wide specific protocols will be developed for planning and adjusting instruction based on the analysis of student work and data. Our 3x/week professional development periods will provide support and opportunities for content based and interdisciplinary collaboration, at both vertical and horizontal levels.	APs Supervision Teachers	9/14-6/15	Principal APs Supervision UFT Center
Teachers will be provided with regular and actionable feedback regarding the implementation of the CCLS instructional shifts, across all contents and grade levels. Professional development will include opportunities for teacher reflection on creating multiple pathways for the integration and scaffolding of complex text and higher order thinking processes.	APs Supervision Teachers	9/14-6/15	Principal APs Supervision UFT Center
PBIS will be expanded into the classroom level to establish and explicitly teach universal understanding of the expectations for behavior and learning for all staff and students. The progress of these efforts will be monitored throughout the year, to ensure continual improvement in the effectiveness of the learning environment and comfort felt in the classrooms and wider school community. Parents will be surveyed as to their experiences in the building.	APs Supervision Teachers	9/14-6/15	Principal APs Supervision UFT Center AP Guidance PBIS Team Parent Coordinator
Teachers and teacher leaders will be given a broader role in in data analysis, the design of diagnostic formative assessments, and the creation of best practice protocols. Staff members will be held accountable for the implementation, and students and staff will be provided with purposeful and actionable feedback to promote growth and ownership of learning.	APs Supervision Teachers Directors SAM Team	12/14-6/15	Principal APs Supervision UFT Center SAM

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- **Professional development for APs Supervision regarding item analysis and data driven instruction.**
- **Professional development for APs Supervision and teachers on the Common Core instructional shifts.**
- **Ongoing maintenance of the PBIS SWIS system and school developed technological resources.**

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

**Part 6a.** 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.

By Feb 2015:

- Creation of school wide protocols for adjusting instruction based on data analysis.
- Common planning time will include indicators of professional development related to the CCLS instructional shifts.
- There will be positive trends in relation to attendance and student scholarship.
- A parent survey will be created.

**Part 6b.** Complete in **February 2015.**

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

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school leader has strategically used programmatic, human, and fiscal resources, to ensure evidence based systems and practices to implement a vision and instructional/environmental focus. A system for review and evaluation of staff instruction and practices has been established and implemented but the administrative team does not regularly provide detailed and actionable feedback to all staff, to ensure continuous instructional improvement. Source: DTSDE p. 6

Priority Need: Development and implementation of more closely normed evaluations and feedback to staff.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 the school’s Advance Coach will assess AP Supervision teacher observations and evaluations as being normed. Additionally, all observation reports will be aligned within the DOE’s framework of the Characteristics of Effective Feedback.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Assistant Principals Supervision will continue to meet on a weekly basis, with regular and extensive norming and calibration activities to ensure validity, accuracy, and inter-rater reliability regarding instructional observations. Norming will be based on the Danielson rubric.	APs Supervision	9/14-6/15	Principal
Professional development for APs Supervision will incorporate scaffolded activities to provide teachers with actionable feedback and next steps. The Scaffolded Apprenticeship Model developed by Baruch College will serve as the framework, with effective feedback being aligned with the DOE developed Characteristics of Effective Feedback.	APs Supervision	9/14-6/15	Principal
Teachers and instructional leaders will participate in a PBIS developed survey to measure school wide areas of strengths and weaknesses related to teacher buy in regarding inter-rater reliability of instructional observations. Upon receiving the results next steps will be based on strengthening AP norming and/or using data based models to demonstrate reliability.	APs Supervision Teachers	2/14-6/15	Principal PBIS Team SAM Team
Teachers will receive professional development related to providing both students and parents with effective feedback.	Teachers	2/14-6/15	Principal SAM Team Parent Coordinator

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Ongoing PD from the Advance Coach

#### Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By Feb. 2015:

- A minimum of 50% of all observation reports written from Dec. 1 onwards will show indicators of alignment with the Characteristics of Effective Feedback.

<b>Part 6b. Complete in February 2015.</b>				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school community has created a welcoming environment and has used multiple strategies to engage families; however, reciprocal partnerships have not yet been fully established, limiting families' ability to completely support students' academic progress and social-emotional growth and well-being. Source: DTSDE, p. 23

Priority Needs: Since all ratings for this tenet are developing each one must be considered a priority.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

A June 2015 school created survey, based on the Learning Environment survey, will show an increase in positive responses over the 2013-2014 Learning Environment survey.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?

<p>impact change</p> <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>Strategies to increase parent involvement and engagement</p> <p>Activities that address the Capacity Framework element of Trust</p>			
<p>Prioritize the development of a family engagement plan that has clear goals, expectations, activities, measurable outcomes, and adjustment plans for communicating high academic expectations.</p>	<p>APs</p> <p>Supervision</p> <p>Counselors</p> <p>Teachers</p> <p>Parents</p> <p>Students</p>	<p>12/14-1/15</p>	<p>Principal</p> <p>APs Supervision</p> <p>Parent Coordinator</p> <p>PBIS Team</p>
<p>Formally implement and monitor a family engagement plan to ensure that all families of the school have the opportunity to engage in meaningful reciprocal relationships with the school in support of their students' academic success and social well being. The plan used will be based on PBIS and the Family Engagement for HS Success Toolkit, developed by the United Way and Harvard Family Research Project.</p>	<p>APs</p> <p>Supervision</p> <p>Counselors</p> <p>Teachers</p> <p>Parents</p> <p>Students</p>	<p>2/15-6/15</p>	<p>Principal</p> <p>APs Supervision</p> <p>Parent Coordinator</p> <p>PBIS Team</p> <p>College Office</p>
<p>Expand and extend efforts internally to use the PBIS data system to target and respond to family needs of all the students served by the school, and implement research based strategies for empowering families to advocate for their students' needs.</p>	<p>Directors</p> <p>Counselors</p> <p>Teachers</p> <p>Parents</p> <p>Students</p>	<p>12/14-6/15</p>	<p>Principal</p> <p>APs Supervision</p> <p>Parent Coordinator</p> <p>PBIS Team</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- **Professional development for the Parent Coordinator and PBIS team regarding best practices for family engagement.**
- **Ongoing maintenance of the PBIS SWIS system.**

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>	X	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													
21 <sup>ST</sup> Century Community Learning Centers Grant Renewal													

**Part 6 – Progress Monitoring**

**Part 6a.** 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.

By Feb. 2015:

- The PBIS tracking system will indicate an increase in parent outreach.
- A formal family engagement plan will be created and implemented.

**Part 6b.** Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	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: 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.)
<b>English Language Arts (ELA)</b>	<p><b>Students</b> who are struggling with literacy</p> <p><b>-Failed</b> ELA Regents</p> <p><b>-Achieved</b> Mastery on the ELA Regents</p> <p><b>-Failed</b> ELA class</p> <p><b>-English</b> Language Learners</p> <p><b>-Students</b> with I.E.P.</p> <p><b>-Students</b> exceeding learning standards</p>	<p>Reading Horizons on-line program</p> <p>Regents prep classes</p> <p>Advanced Placement classes</p> <p>Tutoring/Make-up classes/APEX on-line classes</p> <p>Scaffolded ELA classes</p> <p>Integrated Collaborative Teaching classes</p> <p>Honors classes and College Now classes</p>	<p>One-to-one</p> <p>Targeted class</p> <p>Large group</p> <p>Small group</p> <p>Small group</p> <p>Small and large group</p> <p>Large group</p>	<p>During and after school</p> <p>During school and Saturday</p> <p>During school and Saturday</p> <p>Before, during and after school</p> <p>During school and Saturday</p> <p>During school</p> <p>Before, during and after school</p>
<b>Mathematics</b>	<p><b>Students</b> struggling in Math class</p> <p><b>-Failed</b> Math Regents</p> <p><b>-Failed</b> Math class</p> <p><b>-English</b> Language Learners</p> <p><b>-Students</b> with I.E.P.</p> <p><b>-Students</b> with I.E.P. who are advanced in Math</p> <p><b>-English</b> Language Learners</p> <p><b>-Incoming</b> students who speak Spanish of Bengali</p> <p><b>-Incoming</b> students who are level 3 or 4</p>	<p>Tutoring program</p> <p>Regents prep classes</p> <p>Blended learning classes</p> <p>Saturday program</p> <p>ISS classes</p> <p>Inclusion classes</p> <p>ELL classes</p> <p>Bilingual classes</p> <p>Honor classes</p>	<p>One-to-one</p> <p>Targeted class</p> <p>Targeted class</p> <p>Small group</p> <p>Small classes</p> <p>Team-Teaching classes</p> <p>Regular classes</p> <p>Bilingual teachers</p> <p>Regular classes</p>	<p>After school</p> <p>During school</p> <p>After school and Saturday</p> <p>Saturday</p> <p>During school day</p>

	in Math - <b>Advance</b> students who completed their math sequence	College Now classes	Regular classes	After school
<b>Science</b>	<b>Students</b> struggling in their science classes evidenced by one or more marking period failures	Tutoring/guided practices	Group/individual	During and after school
	- <b>Students</b> who failed science regents exam	Tutoring/guided practices	Group/individual Targeted classes	During and after school
	- <b>ELL</b> students	Tutoring/guided practices	Group/individual (reading comprehension/ writing)	During and after school
	- <b>ICT</b> classes	Tutoring/guided practices	Group/individual (text analysis and interpretation / reading comprehension / writing) Team Teaching	During and after school
	- <b>At Risk Seniors</b>	Tutoring/guided practices	Group/individual (data analysis and interpretation / masterful reading)	During and after school
<b>Social Studies</b>	- <b>ICT Classes</b>	Differentiation of text	Whole group / small group / individual	Daily
	- <b>Tutoring</b>	Guided Practice	Whole group / individual	Before and after school
	- <b>ELL</b>	Differentiation of text	Whole group / individual	Daily
	- <b>At Risk Seniors</b>	Focus on content area vocabulary	Whole group / small group / individual	Daily
	- <b>Monday, Wednesday, Tuesday, Thursday</b>	Guided Practice	Small Group / Individual	Weekly
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	- <b>ELA / Math / Sciences / Social Studies</b>	- ISS Teachers engage meaningfully in the work of improving teacher practice through teacher reflection and development and understand how the instructional shifts	Embedded into curriculum and classroom instruction Small group Tutoring: 21st Century and Title III One-on-one Teacher Teams	During School, SLC periods, lunch periods, after school

		<p>embedded within the CCLS inform improved teacher practice</p> <ul style="list-style-type: none"> <li>- Develop school-wide positive behavior supports (PBIS Systems and Protocols)</li> <li>- Transition [planning, including preparing for CDOS credential</li> <li>- Progress Monitoring – Review student data (including course grades and formative and summative assessments) and work samples to ensure students’ academic needs are met</li> <li>- Identify area of need of PD (UDL, ICT, Formative Assessment, etc) and develop a progression plan of support</li> <li>- Quality Review of IEPs using the Analysis Tool</li> <li>- Ensure all student mandates are met, including programs and related services (USPE screen) This will effect mid-year budget adjustments</li> <li>- Ensure testing accommodation are provided for Regents Exams <ul style="list-style-type: none"> <li>- Literacy and Numeracy Support provided to all Level 1 and 2 students</li> <li>- Students</li> </ul> </li> </ul>	<p>Teacher Collaboration</p>	
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		<p>struggling with reading are assessed on the Reading Horizons Program and through push-in or pull out methods students work on the program.</p> <ul style="list-style-type: none"> <li>- Students who are in danger of failing a course are identified through emergent patterns in marking period grades following each marking period.</li> <li>- Attendance / cutting reports are provided and students are counseled accordingly.</li> <li>- These students are then assigned tutoring. - Students who fail the ELA, Algebra, Global, Living Environment, Earth Science or U.S. History Regents are placed into a Regents preparation class. - Parents are immediately informed by telephone and mail of students in danger of failing and in need of intervention.</li> <li>- Accelerated Senior Academy</li> <li>- 21<sup>st</sup> Century Grant Academic Enrichment</li> <li>- 21<sup>st</sup> Century</li> </ul>		<p>During and after school</p> <ul style="list-style-type: none"> <li>One-on-one</li> <li>Small Group</li> <li>Parental involvement</li> <li>tutoring</li> </ul>
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		<p>Youth Development Programs</p> <ul style="list-style-type: none"> <li>- Title III Saturday School</li> <li>- Apex \ Blended Learning</li> <li>- Reading Horizons</li> <li>- Achieve3000</li> <li>- StudySync</li> <li>- MindOn/MindPlay Reading</li> <li>- Webservice Collection</li> </ul> <p><u>Pupil Personnel Meeting</u></p> <ul style="list-style-type: none"> <li>- Bi-Weekly meeting involving administrators, guidance counselors, attendance officers and SW and school psychologist to examine students who are in need of academic intervention services</li> <li>- Prior to conducting Initial Special Education Evaluation</li> <li>- Action Plans for each student's AIS are discussed, examined, implemented and reviewed.</li> </ul> <p><u>Guidance Counselor</u></p> <ul style="list-style-type: none"> <li>- Guidance Counselor provides counseling services to at risk students</li> <li>- Day and Saturday Academy. We partner with our Community Based Organizations- Global Kids and</li> </ul>	<p>Counseling, One-on-one, Small group Teacher Teams Mediation Student Implementation Team (SIT) Pupil Personnel Team (PPT)</p> <p>Structures to support this practice:  Student Implementation Team Development Appropriate Programming Pupil Personnel Team (RTI Practice and Implementation)</p>	
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		<p>World Leaders to target referred at risk students</p> <p><u>School Psychologist</u></p> <p>- The School Psychologist conducts all social, emotional and psycho-educational testing for all students in the building including those in the process of an Initial Evaluation. The School Psychologist conferences with parents and students on a weekly basis through Educational Planning Conferences. Each school year, from 300-400 EPS's are held for special needs students. Parents receive specific, current academic information on their child's abilities, strengths, weaknesses, school progress and more. Input from the students' teachers and related service providers are given by attending staff members. The School Psychologist holds MDR's for students who have been suspended and removed from their school program for extended periods of time. These meetings provide guidance and assistance to parents</p>	<p>Professional Development Network Support Departmental Support Small Learning Community Involvement Common Planning, Student Talk and School Wide initiatives</p>	
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and students as the student's school records and services are reviewed. Also, all student's stakeholders (i.e.: teachers, support staff, guidance counselors, deans) attend these meetings and provide valuable information and insight into the student's present academic situation and progress towards graduation and college readiness. The School Psychologist assists students in crisis on an as-needed basis throughout the school year. This support helps redirect students, guides them and gives them a better focus on important items in the student's personal and academic lives so they can function better in school.

Social Worker

The school social worker provides many services to the students at John Adams High School. Some of these services are: providing both at-risk and mandated counseling services, attending EPC and Annual Review Conferences, conducts social history interviews,

		<p>conducts intake for initial cases, providing crisis intervention and consulting with parents/ students/ staff. The Social worker conducts all Psycho-Social Evals.</p> <p><b>All these services help improve the students' social-emotional well-being thereby allowing them to focus more on their work and succeed academically.</b></p>		
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## Section 7: Expanded Learning Time (ELT) Program Description

### *(Required for All Priority Schools)*

**Directions:** Expanded Learning Time 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.

#### **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.

By June 2015, at least 50% of students participating in ELT programs will have improved attendance and scholarship from the 1<sup>st</sup> marking period.

#### **Part 2 – ELT Program Description**

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

The target populations served by our ELT programs include:

- ELL and ISS students and their parents
- Cohort Q students in need of credits and/or Regents exams
- Students in other cohorts identified as off track or at risk
- All students interested in participating in the after school clubs

**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 addition to summer school learning opportunities, we offer several programs to meet the ELT requirements.

Urban Arts, offered through the 21st Century Grant, has both day school and after school components. During the school day the two major programs are Fresh Prep, offered through ELA classes, and Story Studio offered to ELL students. In both cases a Teacher Artist works with the regular classroom teacher to model how the arts can be incorporated into instruction and support student learning through the use of non-traditional methods and setting. In order to increase student engagement a number of after school programs such as Youth Development, Community Service, and Dance are offered. Students participating in these programs, along with other students, are encouraged to participate in the Regents review classes Urban Arts provides after the school day. These classes are taught by John Adams content area teachers. Urban Arts also runs a series of parent workshops, as well.

ELL students participate in Saturday, Before School, and After School programs.

Saturday school meets for 5 hours from 8 AM to 1 PM for eleven sessions each semester. Parent ESL class provided.

After school meets 5 days a week for 1 hour each day. Students are programmed for ESL, ELA and/or any other content area classes.

Before school meets zero period as needed for ESL instruction.

ELLs are selected to participate in Title III classes/activities that are :

- Content area courses to support the formation of bilingual classes for Spanish and Bengali speaking ELLs
- Native Language Arts and/English literacy development for Students with Interrupted Formal Education (SIFE)
- Newcomer ELLs /New arrival
- ESL/ELA support

On Saturdays, a technology assisted instructional program, Reading Horizons, facilitates differentiated instruction that matches the learner to the text. Students work independently for reading and writing then work together in small group discussions to develop listening and speaking competencies. Whole class discussions further facilitate further practice in English. The sessions focus on the development of content area knowledge and English As a Second Language. Teachers work collaboratively to implement text based lessons that are aligned to the required content area courses syllabus. Trips will facilitate « Out of Classroom » learning experience across content area courses including ESL, Math , Science, and Social Studies. Trips to colleges (to promote college readiness) A theater experience in NYC will provide an extended cultural and educational experience linked to the curriculum.

#### SIFE Academy/Newcomer Academy on Saturdays

The instructional focus is on content area instruction targeting ESL, ELA, NLA, math, and guidance topics. The program integrates subject matter through cultural experiences in New York City. Program delivery models include TBE and ESL.

#### Language Enrichment on Saturdays and Before and After School

ESL methodology is used to enrich students' native language and English by building skills through experiential learning, cultural experiences, and targeted instruction in ELA and NLA.

#### College and Career Access After School

ELLs are provided with an opportunity to explore colleges and careers through project based assignments, college visits, and workshops on the college application process. Students are given instruction in college reading and writing with a focus on their personal essay.

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

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

Saturday Academy - 8 teachers (3 ESL, 2 Social Studies, 1 Math, 1 ELA, 1 Science) 1 Guidance Counselor and 1 Supervisor.

In the Saturday Academy, classes meet for 5 hours from 8:00 a.m. to 1:00 p.m. each week, per term, September through January and February through June. Students work with content /subject area specialist/teacher and an ESL or bilingual teacher who facilitates their work in Science, Social Studies or Mathematics.

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

A guidance counselor works with the Saturday Academy supervisor, students and parents to ensure and support students in their work. Student group guidance sessions explore careers in the fields of study as well as others. Students work closely with the guidance counselor to complete an interest inventory and /or self reflection checklist that provides information for further thinking on future aspirations and career goals.

To further support this principle, participating students visit local and out-of-town universities. University tours and visits allow students to meet and speak to other young adults at the university level to further motivate and inform students of the process and requirements. College tours allow students to visualize and contextualize their aspirations to participate in higher education.

The Saturday ESL Title III program focuses on oral language development for Newcomers, and Beginner, Intermediate and Advanced ESL students. In addition, courses help the Long Term ELLs develop reading and writing skills and ELA. The three ESL/bilingual certified teachers work with 20-25 ELL students per group in the Saturday Program in conjunction with the SIFE Program. The SIFE program would also take place on Saturdays. This program offers additional support to the SIFE students which follow the "Bridges Program" during the regular school day. The program includes Literacy through Arts, Drama, Pre-Algebra and Algebra using Destination Math (No cost to Title III), Social Studies, NLA and ESL classes using Reading Horizons and Achieve 3000. Cultural educational trips to educational institutions, museums, and Broadway enhance the experience of these ELL students.

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

#### Before School Program

Some classes begin during 0 period before the students commence their regular school day. There are four groups of 15-20 students for 40 minutes before the beginning of the school day. This program will run for 30 weeks to work with students in Math, Science, History, ESL and ELA. The classes are conducted by teachers who are Content Area certified Bilingual/ESL teachers.

#### After School Program

The After School Program has students taking tutorial classes Mondays and Wednesdays and Tuesdays and Thursdays after their regular school day, one hour for 30 sessions. The classes are be conducted by teachers who are certified Content Area Bilingual/ESL teachers. The focus of the program is oral language development, vocabulary acquisition, reading and writing skills integrated within a thematic approach. The language of instruction is be English. The ELLS use the computers to work on Achieve 3000, Reading Horizons and other online systems. Students work on grade specific topics through a differentiated literacy modality that is available in English. The program assessment tool places students at their instructional level and adjust as students work towards higher gains. Students complete both reading and writing assignments on the computer. In addition to language development, we offer classes in ESL, ELA, Math, Living Environment and Social Studies.

In addition, Title III is used to purchase the following:

Common Core-Aligned Units for High School ELLs

Common Core Videos for ELL Instruction

Language, Literacy, and Learning

Scaffolding Instruction for ELLs

College and Career Readiness

Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension

Response to Intervention (RTI)

Paying For College : Understanding Financial Aid

Yes I Am Accepted! College Selection Guide

- ESL NYSESLAT Practice workbooks
- Common Core ELA Regents Practice
- Multicultural Libraries
- Content Area Libraries
- Bilingual Dictionaries
- Bilingual Glossaries
- Visual Learning DVD Science Software

Common Core Solutions Center Intervention Literacy Reading Materials

EngageNY Curriculum is used for all ELLs in ESL and ELA classes. CCLS-aligned instructions, Students readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and

informational texts that builds knowledge, enlarges experience, and broadens worldviews. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Instructional Shifts Demanded by the Common Core Learning Standards in ELA/Literacy

Shift 1 Balancing Informational & Literary Text

Shift 2 Knowledge in the Disciplines

Shift 3 Staircase of Complexity

Shift 4 Text-based Answers

Shift 5 Writing from Sources

Shift 6 Academic Vocabulary

STORY STUDIO is a rigorous Arts and English Language integration program build on a balance literacy model. The program mainly serves recent immigrants that are learning English for the first time. The program uses drawing, painting, collage, storyboarding and basic acting techniques combined with structured reading, writing, and vocabulary activities to advance proficiency and fluency in usage of the English language.

Incoming ninth graders identified as at risk based on eighth grade attendance and scholarship are targeted for participation in the service learning program coordinated through Global Kids. This program is designed to increase engagement and communication through student involvement in community service. A similar program is coordinated through the Liberty Partnership Program through St. John's University.

<b>Part 2c.</b> 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.

Targeted and eligible students are automatically programmed for the spring semester and classes begin immediately at the end of the school day. Students are provided with snacks and parents are asked to opt out if they do not wish their children to participate. The COSA and Parent Coordinator, directors, and counselors conduct outreach and follow up.

**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.

APO  
 APs ISS and ELL  
 APs Supervision  
 Parent Coordinator

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

- Staff members to plan, coordinate, and teach the programs.
- Time for school and CBO staff to meet and collaborate.
- PD and materials to allow for alternate instructional strategies.
- Staff to conduct outreach and follow up to students regarding these programs.
- Adjust scheduling to allow for additional classes and programs to begin immediately at the start of the year.

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

Implementation began in 9/14 and has been ongoing throughout the school year.

**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.

X	21 <sup>st</sup> Century	X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded		Grants		School Success Grant		In Kind
List below any additional fund sources that will be utilized to support achievement of the goal.											

**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.

By Feb. 2015:

There will be indicators of improved attendance and scholarship for students participating in ELT programs.

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

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

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## Section 8: Title I Program Information

### Directions:

10. All schools must indicate their Title I status in Part 1
11. All elements of the *All Title I Schools* section must be completed in Part 2
12. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
13. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
14. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
15. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

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

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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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.

- Teachers who received ratings of Highly Effective, and/or who involved in ongoing and specialized PD have been assigned, when possible, team teaching positions.
- Assistant Principals Supervision meet on a weekly basis with new teachers.
- The school has made structural and financial commitments to allow interested teachers to participate in the SAM, WITSI, and PBIS programs.

#### 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).

In order to provide high quality professional development for all staff members the following strategies and activities have been implemented:

- All staff members are given the opportunity to participate in all applicable PD offered by the network and DOE.
- Multiple teams of administrators and teachers have been sent to Albany to participate in Common Core PD and EngageNY PD offered by the NYSED.
- Ninth and tenth grade ELA/ELL teachers receive direct or turn key PD on the Judith Hochman Writing Program.
- The UFT Teacher Center participates in planning school wide PD and offers numerous workshops during and after the school day.
- The administrative team meets on a weekly basis to plan PD aligned with the Common Core and EngageNY. This is used as the basis for ongoing PD with teachers.

### 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.

Teachers, through the framework of department and SLC common planning time, play key roles in the selection and use of assessment measures. One of our core principles is use of the inquiry cycle to assess gaps in student learning, and to develop and assess instructional strategies designed to close those gaps. Through the use of monthly Regents pre-assessments we have created a uniform benchmark for each department to use in this work.

During department common planning time teachers review monthly assessment item analysis data for their students and determine the past and currently taught skills and content with which students had the most difficulty. They then collaborate to incorporate strategies for closing those gaps into their assessments. While teachers certainly can assess the success of these strategies through any number of methods, they also create the assessment for the upcoming month, and design it to assess student learning not only with respect to the content taught up to that point, but to determine whether the previously identified gaps have, in fact, been closed.

This work is continued, but in a slightly different format, during SLC common planning periods, in which the focus is on targeted Cohort Q students needing to pass a Regents exam. Since many of these students have broader and deeper gaps in learning than do on track students, the fact that SLCs are interdisciplinary in nature allow teachers to develop strategies which can be used across content areas.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	\$1,403,366	X	12,20,23
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus	Federal	\$607,432	X	12,20,23

School Improvement Funds				
Title II, Part A	Federal			
Title III, Part A	Federal	\$75,000	X	12,23,27
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$12,985,346	X	12,20,23

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 9: 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.

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### 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. John Adams High 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. John Adams High 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 1<sup>st</sup> 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;

- 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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

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

### **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>27</b>	Borough <b>Queens</b>	School Number <b>480</b>
School Name <b>John Adams</b>		

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

### 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.	<b>13</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>14</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	330	34	3	47			27		1	404
Dual Language										0
ESL	65	5	10	11		14	2		21	78

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	
<b>Total</b>	<b>395</b>	<b>39</b>	<b>13</b>	<b>58</b>	<b>0</b>	<b>14</b>	<b>29</b>	<b>0</b>	<b>22</b>	<b>482</b>
Number of ELLs who have an alternate placement paraprofessional: <u>13</u>										

### C. Home Language Breakdown and ELL Programs

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

\*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
<b>TOTAL</b>	<b>0</b>																			

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	
<b>TOTAL</b>	<b>0</b>										

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										76	46	30	23	175
Intermediate(I)										60	27	44	38	169
Advanced (A)										36	29	26	34	125
Total	<b>0</b>	<b>172</b>	<b>102</b>	<b>100</b>	<b>95</b>	<b>469</b>								

**NYSESLAT Modality Analysis**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	63	53	60	53				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The total population of 446 students is fairly evenly distributed across the grade levels although ninth grade comprises the largest

percentage (34%) and tenth grade comprises the lowest percentage (20%). Eleventh and twelfth grade comprises 23% in each grade level.

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

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

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Paste response to question here:

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions? Speakers of Spanish, Bangla and Hindi have a full period of instruction in their Native language each day. If we do not offer the native language, support is given in that language through tutoring with teachers that speak that language.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.). The success of our program is determined in a variety of ways. Since students come in with different levels of proficiency in English and their own native language we need to look a variety of assessments. The NYSESLAT scores helps us to determine whether the teaching methodologies we use are effective in helping student acquire the english language. The English and Math regents are used to determine if we meet AYP in a given year. In our 2011-2012 report card we met AYP in mathematics but fell short of meeting AYP in English language arts. Our ELLs did meet the graduation criteria and had a graduation rate of 76%.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When a new student enters the building he or she is brought to our attendance office to fill out the enrollment paperwork with the guardian. If the guardian speaks English, then one of the teachers in the attendance office interviews the guardian and fills out the Home Language Survey. If the parent does not speak English the attendance office contacts the LAB-BESIS Coordinator (Ms. Meghan Merwin) and a translator is located in the building. The LAB-BESIS Coordinator interviews the parent with the translator's help. On the rare occasion that the family speaks a language that we do not have at John Adams High School, the LAB-BESIS coordinator contacts Translation Services provided by the DOE and goes over the paperwork through a translator over the phone. If the parent marks that the student speaks a language other than English at home, then the student is sent to the ESL guidance suite to meet with his new guidance counselor (Ms. Ana Castro if the student is an 11th or 12th grader and Ms. Sonia Rivera if the student is a 9th or 10th grader.) and the LAB-BESIS Coordinator. The guidance counselor reviews his paperwork and looks over his transcript while the LAB-BESIS Coordinator administers an informal interview to assess if the student speaks any English. Within ten days from enrollment, the LAB-R is administered to the student. Currently, the student is tested the same day he is enrolled so that we may give him the correct schedule as soon as possible. The LAB-R is administered in a small office that is connected to the library. The LAB-BESIS Coordinator administers the test and once she scores the test, she gives the information to the guidance counselor so she can create the correct schedule.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
When a parent comes to John Adams High School to enroll his/her child the LAB-BESIS coordinator meets with the parent to show them the parent video. The parent is invited to sit at a computer in the guidance suite and watch the video from the DOE website. The parent is given headphones and encouraged to watch the video in their home language. After the parent is finished watching the video, the LAB-BESIS coordinator reviews the three different options (Transitional Bilingual, Dual Language, and Freestanding ESL) with the parent and asks the parent to fill out the "Parent Survey and Program Selection Form" based on their preferences. If the parent does not speak English, the LAB-BESIS coordinator has a translator (either an NLA teacher or one of the guidance counselors) to discuss the options with the parent.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The parent is asked to fill out the "Parent Survey and Program Selection Form" at the time of enrollment. An ESL Orientation Parent Meeting is held each month to introduce parents to NYC school system and graduate requirements. During this meeting we also meet with parents who did not come to enroll their child and have them watch the video on a computer in the library where the meeting is held. Entitlement letters are sent out once a month by the LAB-BESIS coordinator.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
After watching the parent video, the guidance counselor looks over the "Parent Survey and Program Selection Form" and speak to the parent about the different options. The guidance counselor places the student in the program that the parent requests. Both the ESL guidance counselors are native Spanish speakers so they are able to communicate with our Latino parents in their native languages. If the parent does not speak English and is not Latino, we have NLA teachers who speak both Bangla and Hindi. If the parent requires a different language, we have a LAB-BESIS coordinator who speaks French, a paraprofessional who speaks Punjabi and various teachers who speak Arabic, Hindi and Haitian Creole. We also have a computer technician who speaks Mandarin. If we had a parent who came to John Adams who spoke a language that we did not speak here, we would use the DOE's translation services.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
  - Prior to administration of the NYSESLAT, all ESL teachers were involved in three professional development periods during Common Planning Time to acquaint themselves with the new changes made to the exam and the new guidelines for administration. Subsequently, two additional periods served as norming sessions for the Speaking and Writing subtests of the exam for the Spring 2013. ESL teachers also received letters with NYSESLAT shipment dates, tentative administration dates, and checklists for administration of each subtest as well as packets that included an administration booklet, a CD and a test booklet for further review.

- For the Speaking subtest administration, a two week schedule was created from April 22, 2013 to May 3, 2013 to accommodate two to three ESL teachers and their classes per each instructional period in the library. The week of April 22 to April 26 was used for administration of the Speaking subtest and the week of April 29 was used as a make-up week. ESL teachers were positioned at different offices within the library to administer and simultaneously score the Speaking subtest. Each student was tested by an ESL teacher who was not their respective ESL teacher for an estimated time of 15 minutes per student. LABESIS performed outreach during the school day and after school to ensure that each student who was present during the school day was tested. Additional outreach was conducted for students who were persistently absent from school.
- For the Listening subtest administration, each ESL teacher was provided with a portable CD radio, a Listening CD as well as an envelope that included a folder with a class list, scantrons and student booklets for each student in their ESL classes. Such subtest was administered inside the classroom by the ESL teacher who circulated around the room to ensure that all students were recording their responses properly in their answer sheet. Students who were absent during the day of the test, were administered the Listening subtest in a separate location by an ESL teacher when they were present in school after continuous outreach inside and outside of the school.
- For the administration of the Reading and Writing subtests, each ESL teacher was provided with an envelope that included a folder with a class list, scantrons and student booklets for each student in their ESL classes. Both subtests were administered inside the classroom by the ESL teacher who circulated around the room to ensure that all students were recording their responses properly in their answer sheet. Students were provided with as much time as possible to complete each subtest. Students who were absent during the day of the test, were administered each subtest in a separate location by an ESL teacher when they were present in school after continuous outreach inside and outside of the school.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- In 2013 we have had 95 new ESL students enrolled at John Adams High School. Of the 95 students, 16% were Bengali, 24% were Punjabi and 48% were Latino.
- BENGALI:** The majority of the Bengali students that come to our school test (LAB-R) in the Advanced ESL level if they arrive in the upper grades (6.3%), but we also find that we have a large number that are Beginners (4.2%) and Proficient (5.2%). All of the ESL Bengali parents select the Transitional Bilingual Program for their children.
- PUNJABI:** Our school has seen a rise in Punjabi student enrollment. The majority of the students who have enrolled this year do speak some English. 48% of the Punjabi students have received an Advanced score on the LAB-R (11 students). The rest of the students have either tested Proficient (5 students) or Intermediate (5 students). Only one of our Punjabi students had already been in the NYC school system and returned to New York after returning home to India. Our Punjabi parents are requesting that their students are placed in the ESL program and it seems that most parents select this because their child was already attending some classes in English in India.
- SPANISH:** John Adams continues to have a large percentage of its students coming from Spanish speaking countries--- from South America, the Caribbean and Central America. This year we have welcomed 46 Latino students. Of the 46 students that enrolled this year at John Adams, seven students were readmits, meaning they had attended NYC public schools in the past but left the United States to return to their home country for a time before returning to New York City. Of the 46 Latino students, 58% of the students have tested Beginner on the LAB-R. Only 15% tested Intermediate, 4% were Advanced and 4% were Proficient. As you can see, the majority of the Latino students coming into our school do not speak English and for that reason, our parents are choosing to place their students in our Spanish Transitional Bilingual Program. All of our Latino parents select the Transitional Bilingual Program for their children.
- As of now our programs are aligned to meet the needs of our ELLs. Because we see an increased enrollment in Punjabi students we offer Hindi as a Native Language support. We find that parents choose to select ESL as their choice as English is also taught in their classes in India.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

Instruction is delivered in a departmentalized organizational HS model. All content areas are taught according to the needs of the grade level. They are in a heterogeneous content class (mixed proficiency levels) and homogeneous ESL class.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

#### Language Arts Progressions

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

- The main academic demand of every Common Core anchor standard as well as the grade level academic demand of the Common Core grade level standard
- Performance indicators for each modality mapped to five levels of language progression that demonstrate how ELLs at each of the five levels can meet the Common Core standard for their grade level, using grade level text with appropriate supports (embedded teacher scaffolds).
- Linguistic demands that identify the words, phrases and forms of language that ELLs will need to understand and use in order to meet the Common Core standard.
- Examples to address linguistic demands that are used in a content-specific context, and suggested activities for teachers to target the language development needed; In Home Language Arts Progressions the examples will include representation of Spanish, Chinese, Arabic, Bengali and Haitian Creole, which are ELLs' top 5 languages of New York State.

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

ELLs are appropriately evaluated in their native language throughout the year. They receive NLA in Spanish, Bengali or Hindi. Students receive a monthly assessment aligned with the ELA Regents. NLA Spanish students take the ELE exam to analyze their progress in reading Spanish.

SIFE students receive NLA in Spanish or Bengali to support their needs in language acquisition.

#### 5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At JAHS we ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. Monthly assessment aligned with the NYSESLAT are given to the students.

#### 6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

#### SIFE

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

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

#### Plan for ELLs in school less than 3 years/ Newcomers

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

The Newcomers Program at JAHS has a common planning time (CPT) where teachers discuss the progress of students and discuss

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

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

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

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

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

#### Plan for ELLs in school 4-6 years

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

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

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

#### Support

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

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

embedded in the program goals.

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

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

#### School Trips

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

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

#### Plan for ELL Special Needs Students

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

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

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

#### Intervention Programs for ELLs (AIS)

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

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

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

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

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

- Offering transitional classes aligned with the ELA Department
- ELA classes
- Special Testing Accommodations, Glossaries, and other materials to help proficiency
- Conferences with Content area teachers
- Counseling, assemblies and career and college advice

- One-on-one counseling for all seniors with guidance counselors

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

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

Equal access to all programs

ELLs are afforded the same eligibility to participate in after school programs as other student including credit recovery, guidance and tutorials for academic support. This includes

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

After school programs for ELLS

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

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

Former ELLs

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

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

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

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

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

### Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish, Bengali, Hindi	(Large empty cell)	LOTE	Spanish
Social Studies:	Spanish, Bengali			
Math:	Spanish, Bengali			
Science:	Spanish, Bengali			
Heritage	Spanish			
LOTE	Spanish			
LOTE	Bengali			

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

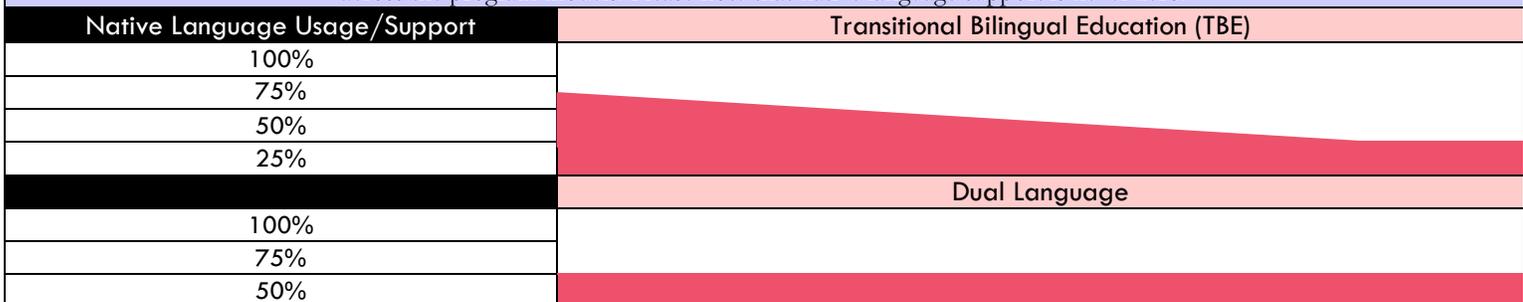
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

Sport include;

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

After school AP classes include:

- AP Language and Composition
- AP Literature and Composition
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Environmental Science
- AP Biology
- AP Chemistry
- AP Physics B
- AP World History

- AP European History
- AP Psychology
- AP Spanish

College Now Classes:

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

21<sup>st</sup> Century Grant

Tutoring for:

Algebra  
US  
Global Studies  
Living Environment  
English

Dance  
Art  
Jazz band  
Model UN  
Mock Trial  
Moot Court

- Acting
- Theater Production

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Reading Horizons is used in order to help with students who are low level readers.  
Achieve 3000 is being incorporated for those students who need to work on their level and can increase their proficiency in English and Spanish.  
Scaffolded materials and differentiation are used across all content areas
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native Language Arts is offered in Spanish, Bengali, and Hindi. Spanish is offered as a language elective for ESL students that need foreign language credit.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
At John Adams HS, students are programmed for ESL according to their NYSESLAT Level and grade level. As many of the ELLs arrive to JAHS as Beginners and Intermediate Level, they require more mandated hours of ESL. The students also need more language acquisition and academic language in order to pass regents and graduate high school in four years.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Summer school is offered to all incoming 9th graders including all new admits in every grade. They are given ESL in order to jumpstart their English Language Learning.:
18. What language electives are offered to ELLs?  
Spanish is offered as a Foreign Language elective. AP Spanish Literature is taught and AP Language will be offered next year. Students receive 3 college credits through York College.

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

19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A:

## C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

- Framework for Teaching Graphic Organizer
- Framework for Teaching Graphic Organizer Science Sample
- Framework for Teaching Graphic Organizer Social Studies Sample
- Literacy Shifts Graphic Organizer

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

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

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

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

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

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

## E. Additional Information

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

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

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

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

## Part VI: LAP Assurances

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 27Q480 School Name: John Adams High School

Cluster: 611 Network: 611

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

### **Part A: Needs Assessment Findings**

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

John Adams will provide the following services for oral interpretation:

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

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

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

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



**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: John Adams HS	DBN: 27Q480
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 540
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 30  
# of certified ESL/Bilingual teachers: 27  
# of content area teachers: 15

Describe the direct instruction supplemental program here and include the

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

Begin description here:

John Adams is a large comprehensive urban high school divided into small learning communities with 2671 students from 9 through grade 12. The student body includes 14.43% English Language Learners and 11.54% students with disabilities. 7.7% of the ESL population are SWDs. The school is a Title I school. The school is overcrowded resulting in the use of portable classrooms as well as an annex site serving over 700 ninth grade students. This includes 155 9th grade ELLs, 700 10th grade including 128 ELLs, over 660 11th grade including 118 ELLs and over 640 12th grade including 139 ELLs. The design of small learning communities provides personalized support for all students while maintaining a clear identity as a large high school. The Newcomers Academy supports all ELLs in bilingual and/or ESL support. Data, including test results, interim assessments, scrutiny of students' work, and observation of their behavior and attitudes, provide a detailed knowledge of all students including ELLs.

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

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

All ELL students are placed in their ESL/ELA and NLA classes according to the NYSESLAT Results, NYSITELL and other assessments. We have classes according to the New York State Mandates. (540 minutes, 360 minutes & 180 minutes of ESL instruction). Including the ELA and NLA instruction required under the CR Part 154.

At John Adams High School the students are placed in ESL classes according to their grade, ESL levels and skills. We do not have an ESL push-in or pull-out program. ESL classes are placed by grade level to meet the needs of an ELL on every grade. For example: The needs of a beginner ELL are different for a Junior

## Part B: Direct Instruction Supplemental Program Information

and Senior that need to pass the ELA Regents than a freshman or Sophomore. The remaining content areas are taken in English (using ESL methodology) or Spanish and Bengali for Bilingual students. In both the Free Standing ESL and Transitional Bilingual programs, ESL is part of the students' daily program. Every level has the correct amount of ESL instruction. All ELLs are in the Newcomer Smaller Learning Community where we provide the support needed for all students in a large high school.

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

SWD's receive ESL in a setting which meets the needs of their IEPs for their content area classes.

SIFE students received their required minutes in ESL. Freshmen SIFE students are grouped in a program that we have partnered with the CUNY graduate center called Bridges in order to serve their needs. They also received content area instruction in English and also Native Language Arts in Spanish and Bengali as appropriate. SIFE classes are served by a Bridges team including subject area teachers of math, science, social studies and ELA. Bridges programs have the following key components: A full day of sheltered classes; a theme-based Bridges curriculum in four subject areas and instructional activities matched to the unique needs of this population; a program model that relies on interdisciplinary teams whose subject area content is integrated with language and literacy practices and materials, synched across the subject areas; usage and support of all students' home languages.

### Title III Proposed Program

"College Ready" is to provide all ELLs in grades 9-12 with a summer program that will improve English language proficiency and advance content area learning. Students participating in the Title III Summer 2013 Program "College Ready" will have the opportunity to accumulate up to three credits towards graduation plus any additional credits they could make using APEX. In addition, this summer, in-coming 9th grade ELLs will be invited to begin HS experience during summer 2014. Participating 9th grade ELLs will participate in literacy course work in ESL/ELA/Math to jumpstart credit accumulation in preparation for the English regents. The teachers will be using simulations and differentiated curriculum from Reading Horizons and Achieve 3000.

ELLs will be selected to participate in Title III classes/activities that are :

- Content area courses to reduced class size, and support the formation of bilingual classes for Spanish and Bengali speaking ELLs
- Native Language Arts and/English literacy development for Students with Interrupted Formal Education (SIFE)
- Course recovery with State Approved program APEX
- Newcomer ELLs /New arrival
- ESL/ELA support

## Part B: Direct Instruction Supplemental Program Information

- Regents preparation courses to support graduation readiness
- Jump Start Program for incoming grade 9 ELLs

High School ELLs will participate in Regents credit acceleration courses for ELLs that provide reduced student: teacher ration resulting in smaller class size, increases access to teacher time for students, increased opportunities for students to construct meaning and deepen concepts, skill, knowledge and understanding. In addition, the program will facilitate additional instruction for SIFE and Newcomers. A technology assisted instructional program, Reading Horizons, will facilitate differentiated instruction that matches the learner to the text. Students will work independently for reading and writing then work together in small group discussions to develop listening and speaking competencies. Whole class discussions will further facilitate further practice in English. The sessions will focus on the development of content area knowledge and English As a Second Language. Teachers will work collaboratively to implement text based lessons that are aligned to the required content area courses syllabus. Trips will facilitate « Out of Classroom » learning experience across content area courses including ESL, Math , Science, and Social Studies. Trips to colleges (to promote college readiness)A theater experience in NYC will provide an extended cultural and educational experience linked to the curriculum.

**SIFE Academy/Newcomer Academy** The academy is for ELLs newly enrolled in the spring. The instructional focus is delivered in 90-minute blocks of content area instruction targeting ESL, ELA, NLA, math, and guidance topics. The program integrates subject matter through cultural experiences in New York City. Program delivery models include Dual Language, TBE, and ESL.

**Language Enrichment** Schools can enrich students' native language and English by building skills through experiential learning, cultural experiences, and targeted instruction in ELA and NLA. Program delivery models include Dual Language, TBE, and ESL.

**Content Area Credit Accumulation/Acceleration** High schools can use Title III funds for credit recovery and/or acceleration with Regents examination preparation to support ELLs who are not eligible for the regular mandated summer program. The instructional focus is delivered in a content area targeting math, science, social studies, or ELA. Program delivery models include TBE and ESL. Sites must follow appropriate regulations regarding awarding credit in this model.

**College and Career Access** Schools may provide students with an opportunity to explore colleges and careers through project based assignments, college visits, and workshops on the college application process.

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

The data clearly indicated that the large majority of LTE were incoming 9th graders with only a few

## Part B: Direct Instruction Supplemental Program Information

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

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

### Saturday Academy

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

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

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

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

University tours and visits will allow students to meet and speak to other young adults at the university level to further motivate and inform students of the process and requirements. College tours will allow

## Part B: Direct Instruction Supplemental Program Information

students to visualize and contextualize their aspirations to participate in higher education.

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

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

### Before and After School Program

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

### Before School Program

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

### After School Program

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

## Part B: Direct Instruction Supplemental Program Information

Foreign Language, Living Environment and Social Studies in. These classes will be in English, Spanish and Bengali to prepare for the Regents.

In addition, the

Title III will be used to purchase the following:

Common Core-Aligned Units for High School ELLs

Common Core Videos for ELL Instruction

Language, Literacy, and Learning

Scaffolding Instruction for ELLs

College and Career Readiness

Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension

Response to Intervention (RTI)

Paying For College : Understanding Financial Aid

Yes I Am Accepted! College Selection Guide

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

Visual Learning DVD Science Software

Common Core Solutions Center Intervention Literacy Reading Materials

EngageNY Curriculum is used for all ELLs in ESL and ELA classes. CCLS-aligned instructions, Students will readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They will habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They will actively

## Part B: Direct Instruction Supplemental Program Information

seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Instructional Shifts Demanded by the Common Core Learning Standards in ELA/Literacy

Shift 1 Balancing Informational & Literary Text

Shift 2 Knowledge in the Disciplines

Shift 3 Staircase of Complexity

Shift 4 Text-based Answers

Shift 5 Writing from Sources

Shift 6 Academic Vocabulary

STORY STUDIO is a rigorous Arts and English Language integration program build on a balance literacy model. The program mainly serves recent immigrants that are learning English for the first time. The program uses drawing, painting, collage, storyboarding and basic acting techniques combined with structured reading, writing, and vocabulary activities to advance proficiency and fluency in usage of the English language.

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

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

At John Adams HS efforts are made to ensure that parents are informed and are active participants in all areas of school. There are numerous ways of engaging parents, including a newspaper. The parent coordinator and the executive board of the Parents Association work collaboratively to further strengthen communication with parents.

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

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

## Part B: Direct Instruction Supplemental Program Information

sizes and alternative instructional attention.

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

At John Adams HS efforts are made to ensure that parents are informed and are active participants in all areas of school. There are numerous ways of engaging parents, including a newspaper. The parent coordinator and the executive board of the Parents Association work collaboratively to further strengthen communication with parents.

## Part C: Professional Development

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

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

Begin description here:

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

School-based professional development that supports teachers in using the Danielson Framework for Teaching as part of the observation and feedback cycle, to propel professional growth. The ESL Department Common Planning Time includes work time to ensure that ESL/LOTE Teachers leave with collection of strategies and resources that will foster improved student learning through developing a culture rooted in effective teacher practice. ESL Teachers will engage meaningfully in the work of improving teacher practice through teacher reflection and development and understand how the instructional shifts embedded within the CCLS inform improved teacher practice. Monthly targets are differentiated by the needs of John Adams High School, the ESL/LOTE, and Compliance. Weekly ESL/LOTE Professional Development is determined by monthly target goals and in response to teacher observation, evaluation, feedback and support.

Writing is Thinking through Strategic Inquiry (WITsi) at Baruch College

Hochman Writing Program/Visual Learning/Achieve 3000/Reading Horizons/ APEX In Addition, English Language Learners will have access to course appropriate text, technology (laptops, desktops, I Pads) articles, equipment/tools, documents as required for successful performance in course assessment outcomes. This includes: Hochman Writing program, Achieve 3000, Reading Horizons , Visual Learning,

## Part C: Professional Development

Destination Math, Content Area Regents Review Materials (available at the school and/or created by subject area teachers.

Vendor: Helen Panero Scarff (WITSI-Hochman)

Unit Session

Unit 1: Strategic Inquiry for evidence---based school improvement

Unit 2: Sentences as the heart of writing for thinking

Unit 3: Outlines to develop thinking

Unit 4: Essays to express complex thinking

Outside Professional Development Opportunities (including but not limited to):

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

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

## Part C: Professional Development

- o RTI Workshops
- o ELL Literacy Leadership Institute
- o Dual Language Symposium
- o Teaching Content to ELLs
- o Achieving Success for ELLs

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

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

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

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

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

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

## Part C: Professional Development

balance of complex fiction and non-fiction texts in the classroom.

PROFESSIONAL DEVELOPMENT CONTINUED:

- INSTRUCTIONAL FOCUS: MEANINGFUL ENGAGEMENT (3C)

LESSON PLAN DEVELOPMENT

- TWO PART LEARNING OUTCOMES
- MEANINGFUL ENGAGEMENT
- ASSESSMENT
- STUDENT WORK

FEEDBACK AND SUPPORT

INTERVISITATIONS

MENTORING

RESOURCES

LESSON PLAN DEVELOPMENT 1E

- QUESTIONING AND DISCUSSION TECHNIQUES

INTERVISITATIONS

## Part C: Professional Development

## Part D: Parental Engagement Activities

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

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

Begin description here: \_Parent Component/ESL Monthly Parent Night/Saturday Program

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

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

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

- 4-hour Saturday classes in ESL
- Classes in basic computer literacy.
- Their attendance to a performance of student-created drama, song and dance.
- Attending to trips to colleges with their children.

WORKSHOPS with LATIN WOMEN IN ACTION

LWA's purpose is to create self-sustaining families through services that positively impact their lives. Our goal is to provide economic, social, political and physical well-being of low-and moderate-income

**Part D: Parental Engagement Activities**

households in the borough of Queens.

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

Parents are notified by phone blasts, personal phone calls translated in the Native Language. Letters are sent in English with language translation on reverse side. Personalized letters are sent through skedula. Flyers for each event are sent home via the student.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$65,000	Per Session after school Per Session Saturday School Extended Guidance Hours for students and parents Professional Development (for teachers)
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$10,000 Academic Skills In School Yearlong 48 Total Units (140 hrs) 4 Meetings with Principal & Staff (4 X 2 hrs = 8 hrs) 4 Observation/Interview Session (4 Classes x 45 min classes = 3 hrs x 4 = 12) 32 Student Instructional sessions (4 Classes x 45 min classes = 96 hrs.) 4 Looking at Student Work (8 hrs) 4 Final Presentations (16	WITSI (Nell Scharff Panero) Train-the-Trainer invitational for Writing is Thinking through Strategic Inquiry (WITsi) at Baruch College. Urban Arts Partnership Latin Women in Action, Inc Reading Horizons Achieve 3000

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	hrs)Total: \$19,462	
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$10,000	<p>Misc Materials:</p> <p>Composition Books \$720</p> <p>Newcomers Binders \$3,1050</p> <p>Getting Ready for the NYSESLAT Teacher's Edition (13) \$960</p> <p>Lamination Paper (2) \$300</p> <p>Thermal Poster Paper (5) \$375</p> <p>Chart Paper - 2 pack (60) \$1200</p> <p>Marker Sets (30) \$100</p> <p>Scissors \$53.18</p> <p>Standing Easels Art \$104.16</p> <p>Table Easels Art (5) \$71.30</p> <p>Mat Board Art \$ 61.05</p> <p>Utility Cart Supplies \$ 257.40</p> <p>Boombox \$ 30.24</p> <p>Easel Pads \$ 223.25</p> <p>Mural Supplies \$ 850.66</p> <p>Binders Organizing Required Document \$ 249.80</p> <p>Rolling Easel \$ 264.77</p> <p>Binder Tabs Organizing Required Document \$ 28.52</p>

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Manga Pen \$ 94.38  Pocket Folders All areas/organizing \$ 49.86  Supplies Total for Story Studio \$ 2,297.97
Educational Software (Object Code 199)	\$5,000 \$3,750	Reading Horizons Software Product License Renewal Fee
Travel	\$5,000	Coach bus for college travel Expeses to travel for PD outside NYS
Other	\$4,000	Trips include: Out of State, State and City College Trip, (Private, SUNY, CUNY Schools) Cultural trips: Broadway Show, Museums, Circle Line, 9/11 Memorial, etc
<b>TOTAL</b>	\$101,850.00	_____