



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

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

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: John Adams High School School Number (DBN): 27Q480
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
Principal: Daniel Scanlon
UFT Chapter Leader: Kellie Ann Bellico
Parents' Association President: Renee Santana
SLT Chairperson: Joanna Cohen
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Kerrie D'Esposito
Student Representative(s): Osama Ashraf
Ifedolapo Mary Olalekan
CBO Representative: Justine Ouano

District Information

District: 27 Superintendent: Michael Alcoff
Superintendent's Office Address: 2 Metrotech Center - 3rd Floor, Brooklyn, NY 11201
Superintendent's Email Address: MAlcoff@schools.nyc.gov
Phone Number: 718-935-3074 Fax: 718-935-3948

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd., Ozone Park, New York 11416
Director's Email Address: Mwilks@schools.nyc.gov
Phone Number: 718-281-3259 Fax: _____

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.

- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- 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.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- 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.

The RSCEP will also enable Renewal Schools that were designated as “Out of Time” Priority Schools during the 2014-15 school year to respond to additional state-mandated requirements, including: providing students access to Career and Technical Education (CTE) program offerings at schools in Good Standing beginning in the 2015-16 school year; and, mandatory professional development for school leadership and staff.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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 Framework for Great Schools 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 and Renewal Committees 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 (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is

foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional SLT exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit the school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update the school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT), Community School, Career and Technical Education Program (CTE), and Professional Development Plan sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Daniel Scanlon	*Principal or Designee	
X	Kelly Ann Bellico	*UFT Chapter Leader or Designee	
X	Renee Santana	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Justine Ouano	Community School Director (staff)	
X	Osama Ashraf	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Ifedolapo Mary Olalekan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Joanna Cohen	Member / CSA Representative	
X	Alice Baumann	Member / Teacher	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Susan Panzer	Member / Teacher	
X	James Pitman	Member / Teacher	
X	Dawn Ellis	Member / Parent	
X	Suzette Harding	Member / Parent	
X	Ann Murray	Member / Parent	
X	Joanne Giuga	Staff/Parent/Other Contributor	
X	Nanda Misir	Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

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

John Adams High School Mission Statement

John Adams High School is a large, diverse NYS priority/out of time school with a student population of 2,500. In alignment with our mission statement, over the past three 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 core subject areas classes; the implementation of the inquiry cycle, in which the monthly assessments play a key role; and a school wide focus on meaningful engagement. While past SCEPs have in many ways addressed the rationale, development, and implementation of these programs this year's RSCEP differs in some respects in that it asks us to lay out a vision of our school upon the completion of the Renewal School Program, assess our alignment with the elements of the Framework for Great Schools, and develop strategies and benchmarks for assessing our progress from where we are currently to where we strive to be. What has been the impact of our past work, and what needs to be accomplished in order to advance teaching and learning, college and career readiness, both in the present 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 both of 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. The cohort which completed this two year cycle in SY 14-15 centered 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; the result is the development and implementation of evidence based cycles to change the identified obstacles. Due to the fact that SAM participants also co-facilitated SLC common planning time it assisted in supporting the professional learning of other staff members as well.

The WITsi program (Writing is Thinking and Strategic Inquiry) incorporates the inquiry cycle into the writing research of Judith Hochman, and provides a scaffolded approach for developing both student writing and critical thinking skills, as well as inquiry based learning among staff members. 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. Over the past two years WITsi has been introduced into our ninth and tenth grade ELA and ELL classes, and in SY 15-16 will be spread into all classes and grade levels of the four core content areas.

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 students. At John 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, the PBIS team plays a key role in facilitating data inquiry, which in the case of PBIS relates to topics such as attendance and family engagement. One of the very small number of large high schools to be implementing PBIS, John Adams has been named a PBIS model site by the DOE.

Our PBIS program is closely aligned with the Supportive Environment goal of the Framework for Great Schools, and we received an effective rating in three of the four components in Tenet 5 (Student Social and Emotional Developmental Health) in our DTSDE, conducted during SY 13-14. The impact of PBIS also is reflected in our attendance data (77.7% in SY11-12 vs. 82.4% as of this writing).

Rigorous Instruction is one aspect of the Framework which has proven itself to be challenging. While we received a proficient on component 1.1 (rigorous and engaging curriculum) on this year's Quality Review, component 1.2 (developing teacher pedagogy) was our area of focus, and one for which we were evaluated as developing. In short, while we have curriculum and structures to support rigor and high expectations, these are not translating into day-to-day classroom instruction.

Currently we have partnerships with several CBOs, including Global Kids, Queens Community House, North Shore/LIJ, and Urban Arts. Establishing the partnerships themselves was not particularly challenging, but it has proven more problematic to maintain the degree of consistency and ongoing presence necessary to achieve all of the desired results; this largely has been due to limited resources, both financial and time. However, Global Kids has proven itself to be effective despite these limitations, and was selected as our CBO for SY 14-15.

This year Urban Arts has played an important role in extended learning time, providing a grant for us to offer after school credit bearing and Regents review classes. Additional ELT opportunities were provided on Saturdays, offering the same classes as well as an extensive program specifically targeted for ELL students. Parent workshops were offered on Saturdays as well.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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</p> <p>Since the DTSDE report the school has mandated that all ELA and Math classes follow the Engage NY curriculum, and all Science and Social Studies classes are based on a curriculum aligned with the Common Core; Social Studies is being aligned with the Engage curriculum as it is created. However, while the curricula itself is rigorous, this level of rigor is not consistently incorporated into lesson plans and even when it is, the level of rigor planned into the lesson is not consistently implemented during instruction. This was recognized in component 1.2 of the Quality Review, and remains our major priority in this area.</p> <p>In addition to rigor the use of data driven instruction is an area needing development, and while school wide structures have been in place regarding the collection and recording of this data, and professional development has focused on analyzing the data and using it to drive instruction, to date it has not occurred consistently throughout the school and has not led to school wide instructional shifts.</p>		

An area of strength is our school use of inquiry. Approximately 30 teachers have received intensive training in the inquiry process, and this school year another eight teachers will be receiving outside inquiry training. This year many of these teachers are working with coaches from the Office of School Renewal to turn key their learning, and all teachers in the building will be involved in inquiry PD twice each week. We also are in year three of WITSI implementation. Much of the work this year is centered on Danielson 1c, 1e, 3b, 3c, and 3d, and, supported by Engage, WITSI, and inquiry training, the expectation is that this will lead to an increase in rigor, the use of data to make appropriate instructional decisions, and increased alignment between CCLS, student need, and the curricula, as well as increased alignment with Danielson.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

During the Renewal School process we will continue to build upon the steps already taken, so that by completion of the Renewal Program our practices will be aligned with "effective" as defined by the DTSDE rubric.

Upon completion of the Renewal Program all curricula will be fully aligned with Engage NY (or the Common Core standards, if the Engage curricula is not applicable). In order to scaffold student learning WITSI (Writing is Thinking and Strategic Inquiry) will be fully integrated into all grade levels of the four core content areas. In order to promote college and career readiness all eligible students will be programmed for College Now classes linked to the appropriate SLC (Small Learning Community), and AP classes will be open to all interested students. We currently are seeking certification for two of our CTE programs (Law and Virtual Enterprise), and our expectation is that by the completion of Renewal that particular program will have received or be close to receiving certification, and we will be in the process of seeking certification for a third program. By completion of the Renewal Program instructional shifts will be evident through increased rigor, ongoing assessment, and meaningful student engagement.

Expanded learning time will provide both students and staff with opportunities to continue building upon the creation of rigorous learning experiences. Whether an individual student is in a Regents review or SAT prep class, an enrichment class or skills building class, the expectation will be that the instruction and learning represent a true reflection of our theory of action, which, summarized, attests to the linkage between appropriately challenging tasks related to the analysis of all genres of text, which, when provided with the appropriate scaffolds and supports, will result in the ability to think broadly and deeply. In practice, then, much of ELT will seek to develop student critical thinking and analytical skills through the use of rigorous text, within the framework of classes based on student need (i.e., literacy or math support classes, credit accumulation classes, College Now classes, etc.)

For the two years prior to SY 14-15 our instructional focus has been meaningful student engagement, which we define as engaging all learners in thinking in all parts of the lesson. In SY 14-15, in recognition of the Common Core standards, our focus was expanded to meaningful student engagement through complex text. During the course of the Renewal Program both teachers and APs Supervision will be provided with additional, ongoing professional development to allow them to continue to build upon the professional development already offered in this area. Thus, by completion of

Renewal pedagogical instruction will be aligned with the “effective” ratings of Component Three of the Danielson rubric, with a particular emphasis being placed on engagement, assessment, and questioning.

One of the ongoing issues confronting teachers and Assistant Principals alike has been the effective utilization of multiple entry points. One effective solution we have found has been based on Kathie f. Nunley’s book, Differentiating the High School Classroom. Over the course of the next two years we will be introducing some of the strategies described in the text to more teachers and departments, expanding the number of teachers adept at the use of multiple entries. Upon completion of the Renewal Program, then, lesson plans and instruction will be premised upon the strategies outlined in the text.

If all students are to succeed then it is essential that all stakeholders in the school community be consistent regarding the expectations for instruction, professional development, rigor and high expectations, etc. In order to achieve this consistency one of our starting points will be our theory of action, which reads, “If teachers across all disciplines plan and implement appropriately challenging tasks that require students to analyze all genres of text, apply annotation strategies, support arguments with evidence and explicitly teach WITSi based writing strategies, then students will demonstrate the ability to think broadly and deeply by solving problems, writing arguments, and contributing to discussion which will prepare them for college and career readiness.”

This theory of action, based on our instructional focus of meaningful student engagement through complex text, will serve as the keystone for our professional development and common planning time, lesson planning and instruction. While the specifics may vary between departments, each department will analyze what the theory of action looks like in their content area, and act accordingly. The Writing is Thinking and Strategic Inquiry program (WITSi), already scaffolded into 9th and 10th grade ELA will be expanded into 11th grade ELA as well as 9th grade Math, Science, and Social Studies. In addition to the theory of action, then, WITSi will serve as a school wide area of focus, crossing grades and content areas. Teachers and other staff members will supported in this work at weekly professional development meetings, a school based Professional Development Center, staffed by two peer collaborative teachers also trained in WITSi is in the process of being created, and four classrooms have been designated as WITSi model rooms.

For the past two years the four core content areas have been using a system of monthly Regents aligned pre-assessments to determine student learning gaps, develop and teach strategies to close those gaps, and then assess the impact of those strategies on subsequent assessments. Moving forward we will continue our work in this area while simultaneously continuing to make the revisions recommended by the DTSDE. Likewise, we will continue to do the same with the recommendations addressing assessment and immediate feedback given in the 2014-2015 Quality Review.

Regarding the use of pre-assessments the DTSDE found, “Assorted formative and summative assessments are used across the building to assess student progress and monitor critical success factors but the utilization of this data to create effective action plans and implement adjustments is inconsistent across the school.” (Component 4.5) This is consistent with Component 2.2 in the Quality Review, which reads in part, “Students receive limited feedback on assessments as well as other work products.” Upon completion of the Renewal Program re-assessment data will be used more consistently to affect changes in curricula and instruction, accompanied with students receiving more immediate and targeted feedback based on ongoing formal and informal assessments made during the instructional period.

Our benchmark for college readiness in year two is 14.5%, with a year two graduation rate of 61.1%.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 all ELA 9-11 grade teachers, grade 9 Math and Science teachers, and grade 10 Social Studies teachers will be using WITSi supports in the Engage or Common Core aligned curriculum, as indicated by an increase in the number of teachers moving from developing to effective in Danielson 3b, 3c, and 3d from Sept. 2015-June 2016 as compared with the number moving from developing to effective in the same components from Sept. 2014-June 2015.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Engage NY (or an equivalent Common Core aligned curricula when one is not available on Engage) will be utilized in all grade levels in all four core content areas, for all groups of students, in order to align the school curricula with CCLS and college readiness.</p> <p>NOTE: More specific information regarding PD can be found in Part 10, Professional Development Plan.</p>	<p>ELA/ELL/ISS/ Math/ Sci/SS depts</p>	<p>9/15-6/16</p>	<p>Principal, APs, teachers who received NYSED Engage PD .</p>
<p>In order to address the needs of all learners the WITSi program will be integrated into the curricula in all grade levels in all four core content areas, for all groups of students. Other supports will include Bridges and PBIS.</p>	<p>ELA/ELL/ISS/ Math/ Sci/SS depts</p>	<p>9/15-6/16</p>	<p>Principal, APs, WITSi trained staff, PBIS team</p>
<p>Inquiry will continue to be a central component of professional development, and will be used to target the specific needs of each individual student. Data will be prominently displayed and shared out, in order to identify student learning gaps and allow for the use of targeted interventions.</p>	<p>ELA/ELL/ISS/ Math/ Sci/SS depts</p>	<p>9/15-6/16</p>	<p>Principal, APs, SAM cohort, directors, WITSi trained staff</p>
<p>In order to support families in their understanding of the curricula and college readiness the school website will post a syllabus for each course in the four content areas, with specific objectives for each unit, and an explanation of how these objectives are aligned with the Common Core.</p>	<p>ELA/Math/Science/SS Depts.</p>	<p>9/15-9/16</p>	<p>Principal, AP's</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources to be leveraged include WITSI coaches and WITSI trained teachers; teachers previously trained in inquiry; department common planning time; SLC common planning time; monthly faculty and department conferences; weekly professional development meetings; AP inquiry meetings.											
Part 5b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By Feb. 2016 WITSi will be incorporated into the Engage/Common Core aligned curricula for all of the first semester and the first units of the second semester, and the number of teachers moving from developing to effective in Danielson 3b, 3c, and 3d between Sept. 2015 and Feb. 2016 will be higher than the number of teachers moving from developing to effective in the same components from Sept. 2014-Feb. 2015.											
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>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</p> <p>Priority Need: Continue to systematically promote a vision for social and emotional developmental health that is connected to learning experiences and results in creating a safer and healthier environment for families, staff, and students. The steps already implemented by the school have had a positive impact, as evidence by the decline in superintendent suspensions from 32 in SY 13-14 to 17 in SY 15-16. However, a corresponding increase in principal suspensions for less serious offenses, from 54 in SY 13-14 to 73 in SY 14-15 indicate a need to continue addressing social and emotional needs.</p>		

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

- How would you want school stakeholders to describe the school?
- What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?

3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

1. By the completion of the Renewal Program we would like stakeholders to describe our school in terms that are aligned with our mission statement, i.e., as a community of student and adult learners creating a school-wide culture of lifelong learning, building the skills and knowledge necessary for success in college and 21st century career readiness. It is important to note our philosophy that not only academic and instructional supports, but social-emotional ones as well, are inherent to a school culture which best fosters and supports lifelong learning. Our CBO partnerships are one which can support us in these goals, particularly supporting us with the social and emotional components.

2. Our CBO, Global Kids, runs a series of after school programs; many of their workshops are designed to support at risk students with social/emotional needs and/or attendance issues. In addition to these workshops, however, they also offer enrichment activities, such as computer and dance activities. The Urban Arts program provides additional enrichment activities as well as academic supports. In another form of support of student social and emotional learning Global Kids works closely with our Parent Coordinator to provide outreach to parents and provide workshops based on parent interests.

3. John Adams Student Government meets once a week to discuss various student activities and student issues at our school. The Principal occasionally comes to the meetings to address any of the issues that students have. As far as the activities go the school supports most of the activities that the students desire. Representatives from the student government also sit on several school committees, such as the school Safety committee and the school's leadership team.

4. John Adams is completing its second year of PBIS implementation. Systems have been created and protocols have been put in place that allow for behavioral and academic supports. As PBIS implementation continues, it is forming the framework from within which all school wide systems and operations can work together toward the singular purpose of providing a supportive environment for students and staff.

5. The school has developed a set of positively worded behavioral expectations that are building wide and universal. These expectations are visible throughout the building on prominently posted signage. These expectations are also taught in classroom settings in regular intervals and reinforced via a formal reward system known as the Rack Em Up system. The Rack Em Up system involves staff members giving a ticket to a student when they display behavior consistent with the language of the behavioral expectations matrix, thereby providing instant gratification and recognition. These tickets can be redeemed for prizes once a month in the cafeteria. A referral system is also in place that allows for informed decision making about student supports including counseling. This referral system is online and visible to all concerned parties so that real time conversations can take place and decisive action be taken within effective and appropriate time periods.

6. With Google as the platform for communication and data tracking, PBIS assigns students to one of three tiers, each one having more intensive supports available. At the same time, the system tracks all behavioral referral forms submitted for behavioral infractions. The correlation between supports being offered and behavioral performance allows for informed decisions to be made about the effectiveness of individual supports as they apply to each student on a case by case basis.

7. The data collected regarding both behavioral performance and supports offered, along with feedback from family and community members, paint a picture of what has and has not worked as well as might have the most potential for success in the future.

8. Our attendance and chronic absenteeism rates will improve through the use of systematic inquiry and targeting specific students with a history of low attendance. Each SLC team (Director, Dean, Counselor) has identified 40 of approximately 280 students who had an attendance rate between 60-80% (400 students school-wide). Each Small learning community is responsible for communicating to all stakeholders' attendance trends, current interventions, up to date attendance trends and statistics concerning the selected students. The 9th grade small learning community works closely with the PBIS team to enroll tier 2 students (students who have not shown improvement or are cutting classes) in a Check in Check out program. Students who do not show improvement are monitored on a period by period basis and parents are notified of their efforts for improvement. SLC directors have also selected 100 students to enroll in a Check in Check out program that works in conjunction with trained behavioral specialists. The small learning community team also uses the weekly attendance data to drive the decision making behind the types of interventions performed. The school attendance teachers communicate with the SLC to target students who are long term absences so that they can make a home visit. Guidance counselors are in communication with ACS for students who have a long term history chronic absenteeism. The attendance efforts have yielded a 1.4% increase in schoolwide attendance in the 2014-15 school year.

Example from Spring Attendance inquiry: Jumpstart and Media academy

Media	>80% Attendance	% of students > 80% Attendance
Fall attendance	12/40 students	31.58%
2/27/2015	12	31.58%
3/13/2015	14	36.84%
3/27/2015	20	52.63%
4/17/2015	20	52.63%
4/24/2015	19	50.00%
5/1/2015	18	47.37%
5/8/2015	17	44.74%
5/15/2015	17	42.11%
Jumpstart Main	>80% Attendance	% of students > 80% Attendance
Fall attendance	11	37.93%
2/27/2015	15	51.72%
3/13/2015	16	55.17%
3/27/2015	16	55.17%
4/17/2015	15	51.72%
4/24/2015	19	65.52%
5/1/2015	19	65.52%
5/8/2015	19	65.52%
5/15/2015	19	65.52%
5/22/2015	20	65.52%

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 the total number of superintendent and principal suspensions will be lower than it was during SY 14-15.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • 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). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In order to strengthen and embed the PBIS frameworks addressing social and emotional needs and their consequent impact on attendance and student learning, PBIS and Global Kids will continue to provide staff with professional development on those frameworks. Incorporated into this will be a system of peer mentoring and tutoring which will result from teacher referrals or other intervention information.</p>	<p>PD for teachers Mentoring for students</p>	<p>9/15-6/16</p>	<p>Office of School Renewal, Principal, PBIS Team, SLC Leadership, Guidance Counselors, Global Kids, Parent Coordinator, Attendance Office</p>
<p>Within the PBIS framework are tools for recognizing, addressing and tracking interventions for referred students. PPT and BIP’s are used not only for ISS students, but for the entire population. Peer mediation, mentoring and tutoring as well as a check-in/check-out program also serve to address these needs. Specific students and subgroups will be targeted and supported through PBIS and Global Kids with the goal of providing supports to the general student population with needs and next steps assessed by the progress of targeted students.</p>	<p>ISS students, ELL students, high-risk students, all others</p>	<p>9/15-6/16</p>	<p>Office of School Renewal, Principal, PBIS Team, BIP Team, PPT, ISS teachers, Global Kids, Parent Coordinator, Attendance Office</p>
<p>In order to inform parents of the social/emotional supports available in the school, and to seek community partnerships which will allow students increased opportunities for mentoring and internships, the PBIS team and Global Kids will outreach with parents and community organizations.</p>	<p>Parents and families</p>	<p>9/15-6/16</p>	<p>Office of School Renewal, Principal, Parent coordinator, PBIS Team, Global Kids, Attendance Office</p>
<p>The PBIS team and Global Kids will continue to facilitate family engagement and outreach during Tuesday Family Outreach time, in order to provide teachers with a model of effective outreach and expand the effectiveness of such.</p>	<p>Parents and families</p>	<p>9/15-6/16</p>	<p>Office of School Renewal, Principal, Parent Coordinator, PBIS Team, Global Kids, Attendance Office</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Leveragable resources include the PBIS teacher team and student ambassadors; Global Kids; the School Based Health Clinic; guidance counselors; directors of Small Learning Communities

Part 5b. 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 SWP		Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Attendance for the Fall 2015 semester (ie, by Feb. 1, 2016) will show an increase of .5% over the Fall 2014 semester, indicating that students are receiving and experience additional emotional and social supports.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>According to the DTSDE, John Adams High School received a “developing” rating in all areas related to Collaborative Teachers. However, staff members consistently reported that teachers at John Adams collaborate frequently during both formal and informal times. There are SLC [Small Learning Community] meetings three times per week every other week and content area department meetings three times a week during the weeks there aren’t SLC meetings. Ongoing teacher collaboration continues after school in teacher teams. An additional structure for teacher collaboration is the United Federation of Teachers Teacher Center. The action plan for Collaborative Teachers specifies that three periods a week would be set aside for professional development. The action plan indicated that these sessions would use an agreed upon protocol for horizontal and vertical, content-based, and interdisciplinary collaboration and planning. There would be opportunities for teacher reflection on providing a differentiated and scaffolding approach to instruction and ways of incorporating complex text and higher-order thinking skills into lessons. Supervisors were to provide ongoing feedback on teacher practice relative to the integration of the CCLS into classroom practice. The school’s PBIS program would be broadened by insuring that students have a clear understanding of teachers’ expectations around student learning and behavior. Diagnostic formative assessments, data analysis of the assessment outcomes, and their use will be adopted as a formal protocol, and teachers will be responsible for implementation. Teachers participate in collaborative planning for the delivery of curricula, however, cross-curricular connections and interdisciplinary planning is not yet established. Likewise, while we administer monthly Regents pre-assessments with the goal of identifying specific skill and content gaps, data revealed through the item analysis is not consistently used school wide in order to inform instruction. The 2014-2015 Quality Review also speaks to the need for more teacher collaboration to support the instructional shifts required by the Common Core and Danielson rubrics in order to support students in producing meaningful work products. One strength of the school is that we do have a structure in place to support teacher</p>		

collaboration, and one of the biggest needs this year is to use that structure, revising it when necessary, in order to better support that collaboration.

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

Our school is structured so that teachers have opportunities for collaboration at the department level, grade level, and interdisciplinary. All teachers participate in the inquiry at twice weekly common planning meetings. This work is supported by coaches from the Office of School Renewal as well as by teachers who are receiving training to act as inquiry facilitators. In addition to this teachers also are scheduled for common planning time another two days per week. This time alternates between CPT with their department and CPT with their SLC. Teacher intervisitations will be a regular component of these two days, particularly during department weeks. Other features of common planning time include collaborative lesson planning and the review and analysis of student work. Teachers also receive one day per week to meet and collaborate on a more informal basis.

Our school wide instructional focus remains meaningful student engagement through complex text; we define meaningful engagement as involving the minds of all learners in all aspects of the lesson, and last year added the emphasis on complex text in recognition of the instructional shifts required by the Common core. We place a heavy emphasis on Danielson components 1e, 3b, 3c, and 3d and it is these components which underlie the expectations of what effective unit and lesson plans look like, and how they must be implemented. We also are supporting teachers in identifying student learning gaps and expect that this will be reflected in both planning and instruction. Due to feedback from the 2014-2015 Quality Review we also have incorporated multiple entries and meaningful feedback to students into our professional development.

We have a school structure in place to deepen opportunities for higher achieving students, and this structure includes programs such as Advanced Placement classes, College Now, and a STEM program; we also are an official candidate school for the IB program. However, more can be done instructionally to support these students. For example, our focus on Danielson 3b, questioning, is an outgrowth of data collected during observations indicating a relatively low level of rigor. Similarly, our goal of increasing the use of multiple entry points is intended to support not only students with skill/learning gaps, but more advanced students as well.

In addition to adhering to the NYC Discipline Code, the school will continue implementing the Positive Behavioral Intervention System. The John Adams action plan for Teacher Collaboration will be based on the continuation and enhancement of their implementation of PBIS. Professional Development for intervention team members and targeted staff will be provided on the “PBIS system of tiered interventions” and the PBIS Schoolwide Information System (SWIS) for data collection and tracking. Training will include identifying trends and data based decision making. Trained staff will then turn-key to the full staff. Student “ambassadors” will be trained to conduct PBIS-focused classroom presentations. According to the action plan, weekly common planning time will include PBIS family engagement and outreach.

To ensure teacher’s plan for individual student needs, a system of pre-post monthly interim assessments will be in place for the four core subject areas. Teachers will conduct item analysis of monthly benchmark exams to determine high frequency errors and analyze tasks for validity and reliability. During common planning time, teachers will create maps, plans, and sample lessons that incorporate the use of a range of formative and summative assessments aligned to the

CCLS. This work will be accompanied by the review of student work during common planning time as well as by intervisitations.

Students and parents indicate that the school has high expectations for test performance and graduation, which are communicated by the teachers, guidance counselors, and SLC leaders. Regular newsletters, phone blasts, and progress reports/report cards will be sent home to keep parents abreast of school events and student progress. A dedicated school counselor will lead the effort in providing information to families and formally supporting the application and transition process of preparing students for post-secondary study and work., including workshops for parents on the application and financial aid processes. The school leader has recently hired and deployed a parent coordinator to work towards improving home-school connections. A functioning Parent Association (PA) has also been created and is currently meeting every month, as evidenced by meeting agendas and sign-in sheets.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Professional development and common planning time will allow regular opportunities for collaborative lesson plan development, which will result in a minimum Regents completion rate of 40.4% by June 2016.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • 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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In order to promote teacher collaboration leading to instructional alignment with the CCLS and improved student outcomes, 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, and provide teachers with the opportunity to collaboratively plan lessons, aligned with coaching and PD, which address identified student skill and content gaps.</p>	<p>Dept. APs Teachers</p>	<p>9/15-6/16</p>	<p>Principal APs Supervision UFT Center</p>

In order to provide teachers with regular and actionable feedback regarding the implementation of the CCLS instructional shifts across all contents and grade levels APs Supervision will be participate in inquiry regarding teacher alignment with the Standards. 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.	Dept. APs Teachers	9/15-6/16	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. This will allow for increased collaboration between classroom teachers and those providing emotional/social supports.	Dept. APs Teachers	9/15-6/16	Principal APs Supervision UFT Center AP Guidance PBIS Team Parent Coordinator
Teachers and teacher leaders will be given a broader role in data analysis, the design of diagnostic formative assessments, and the creation of best practice protocols, in order to increase their awareness of and improve their practice in identifying learning gaps and incorporating best instructional practices designed to address them. 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.	Dept. APs Teachers Directors SAM Team	9/15-6/16	Principal APs Supervision UFT Center SAM

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources leveraged include weekly AP Team meetings, department based common planning time, SLC based common planning time, weekly after school professional development, and monthly department and faculty conferences. Additional resources include coaches provided by the Office of School Renewal, and the school based Peer Collaborative Teacher.											
Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Increased teacher and staff collaboration will be indicated by an increase in instructional coherence, particularly as it relates to Danielson 1c, 1e, 3b, 3c, and 3d, and evidenced by an increase in the number of effective ratings in those components when compared to the same point during SY 2014-2015.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>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 as a way of ensuring continuous instructional improvement. The need for actionable feedback is particularly needed in the instructional areas of questioning, engagement, and assessment but also can be understood to incorporate the use of data to drive curricula and instructional decisions. For example, the Science department displays a gap of 44 points between the percentage of students passing the class and the percentage of students passing the Regents, indicating that teacher classroom practice must be more closely aligned with standards.</p>		

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

- How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?

2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

In order to promote effective instruction, communication, and collaboration, it is necessary to articulate a clear and consistent vision, instructional focus, and theory of action for the school community; this is especially important in a large school such as John Adams, where due to the large number of staff and students some members of the school community may feel, or even actually be, overlooked. In order to address this various forms of outreach will include weekly professional development, common planning time, newsletters, administrator visits to departments and small learning communities, working with teacher leaders, and the creation of a Professional Resource Center. In order to support these efforts the CBO, Global Kids, must maintain a strong and fully collaborative presence in the building, providing outreach of their own and in conjunction with the school leadership. It is planned that at John Adams Global Kids, our CBO, will be a partner in providing particular assistance to us in high leverage areas such as attendance outreach and monitoring.

The state DTSDE report, conducted in SY 13-14, recognized that Tenet 2, School Leader Practices and Decisions, are largely effective, and during the course of the Renewal Program one of our main goals is to continue to build upon, assess, and revise when necessary the evidence based systems already established; examples include attendance monitoring, monthly Regents based pre-assessments, PBIS data, a District 27 writing inquiry, and parent outreach, and benchmarks will be established to monitor progress towards our goals in each of these areas. This monitoring of progress will be a key feature of inquiry work conducted by each staff member. Staff members conducting joint inquiry will be one key towards furthering collaboration; another step towards collaboration will be the creation of a Professional Resource Center staffed by two teacher leaders, both trained in WITsi. The use of some classrooms as WITsi resource rooms will do the same.

It is important to remember that in order for student learning to take place there must be adult learning, as well. This adult learning can be addressed through forums such as common planning time and professional development, with an emphasis on inquiry and collaboration. These alone, though, are not sufficient. There also will be a review of data, observations, and Advance evaluations to link the strongest teachers to the neediest students, and to create professional development which addresses the needs of developing teachers and provides highly effective ones with leadership roles. There will be effective team teacher partnerships for ISS and ELL classes. Student programming will be based on the needs of individual students, taking into account considerations such as college readiness or the need to retake Regents exams. Teacher observations are meaningless if they don't result in improved instruction and student learning outcomes, and it is vital that teacher progress towards meeting their own professionally based, individual goals be monitored. For this reason assistant principals will consult with teachers to establish goals based on the Danielson rubric, along with an action plan and benchmarks designed to help achieve those goals. As per the DTSDE and Quality Review this will require professional development for (some) APs as to what constitutes actionable feedback. As stated earlier the school already has an extensive system for tracking and sharing data, which will be shared with the CBO.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART –

Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

The provision of differentiated supports and actionable feedback to teachers will improve norming and result in increased instructional coherence schoolwide. This will be indicated by an increase in the number of teachers in SY 15-16 moving from developing to effective in Danielson 1c, 1e, 3b, 3c, and 3d compared with the number of teachers moving from developing to effective in SY 14-15

School leaders will support teachers and provide actionable feedback regarding the planning and implementation of rigor and Danielson 3b, 3c and 3d, which by June 2016 will lead to a progress towards graduation rate of 52.4%.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • 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 promote parent leadership and engagement as a key lever for school improvement. 	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? (include school, educational consultants and/or CBO staff)
Assistant Principals Supervision will continue to meet on a weekly basis, with regular and extensive norming and calibration activities to ensure validity and accuracy regarding the Danielson rubric.	Dept. APs	9/15-6/16	Office of School Renewal; Principal
Professional development for APs will continue to 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.	Dept. APs	9/15-6/16	Office of School Renewal; Principal
Teachers and instructional leaders will participate in a PBIS developed survey to measure school wide areas of strengths and weaknesses related to teacher satisfaction with feedback provided by administrators. Upon receiving this information next steps will be based on developing strategies to increase the effectiveness of such feedback	Dept. APs Teachers	9/15-6/16	Office of School Renewal; Principal; PBIS Team
APs Supervision will meet with teachers to establish instructional goals, particularly regarding the areas of rigor, questioning, and assessment, and monitor progress through observations and entries on the Advance platform.	Dept. APs Teachers	9/15-6/16	Office of School Renewal; Principal

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Leveraged resources will include use of AP Team Meetings, AP inquiry training and participation, APs participating in WITSI "Train the Trainer", and a google docs based system for monitoring AP feedback and teacher progress.											
Part 5b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
The steps outlined above will result in improved student outcomes as evidenced by an increase in the number of teachers receiving effective ratings in Danielson 1c, 1e, 3b, 3c, and 3d between Sept. 2015 and Feb. 2016.											
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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), the American Institute of Research (AIR) Needs Assessment 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>The school has created a welcoming environment and has expanded the range of strategies used to engage families; however, fully functioning, reciprocal partnerships have yet to be established, limiting the families’ ability to completely support students’ academic progress and social-emotional growth and well-being. However, the expanded range of family outreach strategies are showing early indicators of success; for example, our Parent Coordinator has been requested to present on best practices regarding family engagement. Source: DTSDE, p. 23</p> <p>Strong family and community ties can take place in a variety of ways and do not necessarily mean parents being physically present in the building. One task the school has set before itself is to expand the ways family communication has taken place, so that parents may receive frequent and timely information about their childrens' performance and school events. Our CBO, Global Kids, has started the process of reaching out to the community and in order to continue to move this work forward, and the opening of a School Based Health Clinic has assisted with the creation of social and emotional supports. There have been indicators of progress in the area of Tenet 6; for example, over 500 people attended our ninth grade orientation and 200 attended our Family Night.</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?

2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community?

All entering parents and visitors are sent to the Welcome Center where parents have space to discuss concerns and issues with the Parent Coordinator. The parent coordinator helps resolve these issues along with providing any additional resource necessary and translators are available on an as needed basis. In addition to the PA and parent workshops, parents also are represented on the SLT, School Safety Committee, and Renewal School Committee. If the parent is visiting to meet with someone else (i.e. admissions office, attendance office or Guidance Counselor) they are typically escorted to that office by the Parent Coordinator.

What support will school safety officers and all staff be given to help create a welcoming environment?

School safety officers and all other staff members will continue to be provided with specialized professional development in how to greet parents in a welcoming manner, and work with them in addressing their concerns in a manner that reflects a sincere professional desire/interest. The school wide PBIS model, particularly our goal of “Be Welcoming” provides an important framework for this work.

2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?

At the start of the school year all families receive a contact letter and email from the Parent Coordinator introducing herself and describing how she can assist them. This letter also contains all school contact information, and is posted on the school website. In addition, a Parent Handbook containing graduation requirements, information about the Common Core, programming options, etc, is distributed. Parents new to the school are invited to a “Meet John Adams Night”, with translation services provided. The school website also contains a syllabus for the core content areas, along with explanatory notes. Additional outreach is provided by guidance counselors and Small Learning Community directors, who initiate phone calls and log parent outreach on skedula, the PBIS platform, and ILOG.

3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?

We have moved to a single session schedule in part so that teachers have a standardized and uniform time each week to conduct parent outreach. During common planning time other professional development time counselors, directors, and classroom teachers target students for outreach to the home. Typically students are targeted on the basis of attendance, discipline, or academic issues, allowing the school the opportunity to gain insight from the family about each individual child. It is anticipated that our CBO, Global Kids, will be able to extend this outreach, as well.

4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?

One of the prime responsibilities of our CBO will be to conduct outreach to families and encourage more direct communication between the school and home. Both the CBO and Parent Coordinator will have large office spaces designed as family welcome centers. A school generated survey, suggested by the parent representatives on the SLT, will be designed to provide us with more information about parent concerns and areas of interest.

5. What adult education offerings can your school community provide to families?

Currently we provide GED, ELL, and computer classes. We are working with our CBO to expand the both the number of offerings as well as the times in which they are available.

6. How would families be able to access and understand student data and progress?

In order to provide increased family access to student data we currently are training all teachers in the use of skedula, which will be mandatory for teacher use in Feb. 2016. The PA and Parent Coordinator have requested that assistance principals speak with parents at PA meetings regarding graduation requirements in their specific subject areas, while guidance counselors address overall graduation requirements. In order to increase teacher accountability teachers and counselors provide documentation regarding family outreach conducted on a weekly basis. A parents' newsletter is sent home three times per year, and the school website contains links regarding graduation requirements, parent resources, and contacting school staff members.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

The Parent Coordinator, PA, and CBO will be utilized to develop parental knowledge regarding graduation requirements, the importance of attendance, and the school and community based social/emotional supports available to them. This will result in an increase in the yearly attendance rate, from 82.4% in SY 14-15 to 83.4% in SY 15-16.

By June 2016 Parent workshops and PA meetings will be centered around parent interest and necessities, as indicated by an increase in parent attendance in school functions and activities (i.e., Open School, PA meetings, parent workshops, etc.)

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In order to align parent workshops with parental needs and interests, a survey will be created and made available to parents through mailings, the school website, and school distribution, in which they are asked to rate the relevance of past parent workshops and PA meetings, and identify areas of interest for SY 15-16.</p>	<p>Parents</p>	<p>9/15-9/16</p>	<p>Office of School Renewal, Principal, Parent Coordinator</p>
<p>Review and assess our current Family Engagement plan to determine the next steps necessary to continue to provide opportunities for parents to engage in meaningful relationships with the school, and what obstacles they perceive or have in dealings with the school to date.</p>	<p>Parents</p>	<p>9/15-9/16</p>	<p>Office of School Renewal, Principal, Parent Coordinator, Global Kids, PBIS Team</p>
<p>Use the existing PBIS framework to offer parent workshops on how the school uses various types of data to identify and respond to student need, in order for parents to better understand graduation requirements and their child's progress towards graduation.</p>	<p>Parents</p>	<p>9/15-9/16</p>	<p>Office of School Renewal, Principal, Parent Coordinator, Global Kids</p>
<p>Utilize Global Kids to offer workshops on research based strategies for empowering families to effectively advocate for their own and their children's needs, in order to better assist families needing social/emotional supports.</p>	<p>Parents</p>	<p>9/15-9/16</p>	<p>Office of School Renewal, Principal, Parent Coordinator, Global Kids</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Resources to be leveraged include Global Kids, Parent Coordinator, Parents' Association, School Leadership Team, Student Leadership, and PBIS Student Ambassadors.</p>											
<p>Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

From September 2015 to February 2016 there will be an increase in parent attendance and participation in Saturday Parent Workshops, visits to the school website, Open School. Events such as student showcases, community fairs and attendance awards will be calendared and planned.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. 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. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
The goal of the ELT program is to provide student academic, social, and emotional supports, as indicated by reaching our benchmarks of a Regents completion rate of 42.3%, 4 year college readiness index of 14.5%, and college and career preparatory course index of 24.9%.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • 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. • What new content areas and opportunities will be offered to students? • 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. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? • How will outreach be made to families?
Students become disengaged from school and learning for a variety of reasons, such as unaddressed skill deficiencies, too much or too little academic challenge, or what they see as a lack of relevancy between what they learn in the

classroom and their lives outside of school. Extended learning time is an opportunity to address and resolve these issues through a menu of activities which engage and support their learning.

We have designed a menu of ELT options targeted to the needs, skills, and interests of all students in the building. Some of these options will address the development of skills, particularly literacy and numerical, which will be conducted through a framework designed to provide multiple entry points; some of the strategies to be used include Reading Horizons and/or Achieve 3000; the incorporation of art inclusive strategies introduced this year by Urban Arts; and blended learning. There will be a blended learning program as well as a strong emphasis on college planning and awareness, supported by use of the Naviance program and classes such as College Writing, SAT prep, and Project Based Learning. Other options will include College Now and Jr. Airforce ROTC. In order to improve student academic, emotional, and social outcomes our CBO, Global Kids, will provide attendance and push in supports, as well as an internship program, transition to high school support classes, service based learning, a theater project, and a technology program. Students will be programmed for the most appropriate class/program on an individual basis, taking into account factors such as their attendance record, progress towards graduation, 8th grade ELA/Math scores, and areas of need and interest.

Our ELT will run for one hour after school, Monday thru Friday. As an out of time school we are mandated to program every student for ELT and although we will receive funding to support the hiring of teachers for ELT time it is foreseeable that there will be a shortage, as not every teacher in the building will necessarily be interested in working an extra hour each day. We have created a posting for ELT are willing to hire teachers from other schools for ELT and have brought up our concerns with our CBO. As of this writing we have been able to provide ELT classes with the appropriate subject class teacher.

Currently we are planning to conduct ELT related professional development jointly with our teachers and CBO staff; our CBO will be conducting professional development as well. Family outreach will be conducted through a series of channels, including posting information on our school website, phone calls to the home, advising parents of it at PA meetings, incorporation of ELT information into our school newsletter sent to the home, and seeking additional suggestions from our SLT and Renewal School committees, as well as from our CBO.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. 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.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The ELT program will be implemented and overseen by the Community School Director and Principal, supported by Assistant Principals and the School Renewal Team. Other key personnel will include guidance counselors and Small Learning Community directors. ELT will be provided through a framework of a daily Renewal Hour, Monday thru Friday. The program's impact and success will be monitored and evaluated through data points such as attendance, dean referrals, results of monthly Regents pre-assessments, and student scholarship, in order to determine whether movement is being made towards achieving benchmarks.

Part 4b. Timeline for implementation and completion, including start and end dates.

Sect 6, Part 4b: ELT/ALEX

[timeline for implementation is minimally developed. provide additional info about timeline for implementing key activities such as student supports and interventions, professional development with community partners, outreach to families and program evaluation. include benchmarks and how to measure success]

June-August 2015: Design and programming, additional staff hiring by Global Kids.

September 2015-June 2016: Implementation and end dates. ELT will be ongoing throughout the school year. Further description is below.

September-October 2015: Determining ELT structure with Small Learning Community (SLC) Directors, as well as appropriate classes for Global Kids to supplement curriculum by providing weekly residencies in subject specific classes. Global Kids will also canvas the surrounding community to reach out to local businesses, inviting interested parties to Family Night (9/30/2015). Business engagement will include informing them about what a Community School is, as well as informing them on how to become an approved vendor with the DOE, how they can support the school, how the school can support them, and how all parties will benefit from this change. Global Kids will also reach out to families within the surrounding community to ensure a full understanding of what becoming a Community School will mean. The parents outreached to will be invited to Family Night, given a Parent Survey created by Global Kids in coordination with the Parent Coordinator and school leadership, and asked to complete the “Count On Me” form created by the Office of Community Schools to ensure future engagement opportunities.

November 2015: Global Kids will work with ELT teachers to design effective curriculum support mechanisms that compliment current education initiatives and goals for specific residency classes. Global Kids will also hold a meeting for local businesses on school engagement, what services they offer and how they can partner with the school, as well as potential “Community Renewal” volunteer opportunities that students can engage in to have a more meaningful impact in the surrounding community.

December 2015: Global Kids, SLC Directors, and ELT teachers will reassess initial residencies and curriculum to ensure ELT success, and will continue to reassess every three months to ensure student success.

January 2015: Global Kids will continue to provide support in ELT classes, as determined by SLC Directors, to ensure student success as well as full student engagement and participation.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Human resources: we need personnel willing to work ELT in order to provide it to every student.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point benchmarks: By February 2016 there will be a 3 point increase in credit accumulation when compared to February 2015.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, Community Based Organization Global Kids will collaborate with school leaders to meet an attendance goal of 83.4% and the community school's extended learning time will ensure that second and third year students reach a minimum of 52.4% on the school's "progress towards graduation" tracking metric.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

All students will be targeted and programmed for classes and services on the basis of individual need as determined by attendance, credit accumulation, and Regents completion.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Having Global Kids as the lead CBO partner will widen our reach and impact with students, as well as help the school to expand its reach in bringing in community stakeholders. The school will leverage the role of the Community School Director (CSD) in support of our annual goal by incorporating the CSD into the appropriate structures of the school that address chronic absenteeism, meaningful academic engagement and rigor, and mental health/social-emotional wellness. This effort will be newly expanded with such activities and structures as: weekly AP meetings, SLT meetings, PBIS, the PPT and parent engagement. The school will also help to leverage the CSD's role by working with her to create an Attendance Team and the Community School Team.

Additionally, we will support the CSD in creating a more expansive partnership between the parent coordinator, PA president, AP Guidance, SLT, CET, and PBIS team with the intention of not only boosting parent engagement but providing parents and families with support in how to more meaningfully and transformatively engage with the school. This will include creating more resources within the school building that parents can take advantage of (financial literacy courses, parenting workshops, English language learning, computer skills, etc), as well as working

with the Outreach Specialist from the Office of Community Schools to create a stronger structure in how parent leaders can be developed and therefore included in school's decision-making processes.

In regard to creating stronger community relations, the school will support the CSD/lead CBO in coordinating and creating activities and events that will draw stakeholders to become more involved with the school and the success of the students. Such events will include, for example, the monthly forums that will take place in the school, where community members, students and families will have the opportunity to voice concerns and express what needs both within and beyond the school campus need to be addressed. Global Kids will also facilitate ongoing workshop opportunities for on-board stakeholders, so as to create a space where they can brainstorm how to develop their respective relationships with the school community.

Global Kids after school programming will further the Community School Initiative by offering programs that focus on youth development, positive peer-to-peer and peer-to-teacher interactions, global awareness, civic engagement, and mental/physical well-being, while engaging community stakeholders to help improve the community through projects that have tangible results. Through Global Kids after school programs, all students will have the opportunity to have engaging discussions on issues within their community, connecting those issues with the larger context of how to be an active and engaged citizen, and how to take action on issues they see. Also, students will have the opportunity to create real change within their community via weekly community service projects, internships, college and career readiness courses, activism through art, therapeutic writing courses, and developing tangible skills related to information technology and media literacy. They programs are offered to all students and touch on multiple topics that will increase student engagement across a broad range of students within the school.

Since Global Kids has already been a part of the John Adams HS community for several years, we will rely on existing partnerships as well as reach out to new partners to implement the aspects of the Partnership Schools program. We have already established a great connection with the Parent Coordinator, and will continue to host, plan, and execute events that provide parents with the opportunity to be more involved with the school. To do this, we created a parent survey that outlines services offered by the school currently, and what services parents would like to see the school offer. This survey has been translated into Bengali, Spanish, Arabic, and Haitian Creole (the five main languages of the school, outside of English) to make sure we reach all the parents and can include input from them regardless of language to better serve, and represent, the demographics within the school. We will also offer free programs for parents (like tax preparation, ESL, and GED) so that they themselves can be a part of the John Adams educational initiative. This has, and will, be done in consultation with the Outreach Specialist from the Office of Community Schools and the Parent Coordinator at John Adams HS.

The CSD has already begun developing a partnership with the PBIS team and the PPT in order to add to and strengthen the resources offered for students across all Tiers, and will continue working closely with these two structures throughout the year. It has been determined that Global Kids will be offered as a Tier 1 and Tier 2 intervention, and will work alongside the PBIS Coordinator in developing the Youth Court structure. Moreover, the CSD will also take regular part in meeting with the attendance team and utilize the New Visions student sorter database to accordingly address the issue of chronic absenteeism.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

4. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
5. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
6. Explain how you will evaluate the program to assess impact on student achievement.

The Community School program at John Adams High School will be overseen by the Office of School Renewal, the principal and our CBO, Global Kids, working together with the SLT and School Renewal Team. Essential school staff include the Parent Coordinator, the PTA President and the school's teaching and guidance staff. Overseeing health

and mental health aspects of the program include key personnel from an on-site health center comprised mostly of clinicians and social workers. North Shore Long Island Jewish Health Clinic operates on the John Adams High School campus to provide community access to both health and mental health services. The Community School Director will strategically assess ongoing outcomes by ensuring that academic performance is elevated. Partnerships among the principal, students, parents, school faculty, and neighborhood stakeholders are paramount. The Director will play a valuable role in aligning positive communication, planning and resources. The Community School Director will work alongside the Principal or the Principal's designee and the school leadership team to manage resources and document demonstrated impact on student based outcomes. We will meet each week to discuss progress, impact and areas of need. Other key Community school staff include: youth advocates, the Family Engagement worker, the Office Manager, counselors/interns, group leaders and the data analysis worker.

The ELT component of the Community School will focus on academic enrichment courses. College Now courses will be provided through a linkage with CUNY-York College. CUNY will support ELT services for the students who are not on track for graduation by offering remedial level non-credit-bearing courses. CUNY will hire 3--4 teachers to host the ELT classes. Subject areas taught by John Adams High School instructors include English, Science, Social Studies and Math teachers.

CBO Global Kids will evaluate the success of the Community School utilizing report cards, attendance data, and parent surveys. All measurable metrics will also be assessed to understand specific goal achievement. The Community School planning team will re-evaluate impact and strategy success at least 3-4 times during the school year. All aspects of programming will be reviewed, including mental health service, academic improvement, parent involvement, partnership development and the service learning community development.

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

A number factors influence and mobilize the resources and assets of a school and community to improve educational, health, social, and related results. Moreover, the effort will account for the fact that Community Schools are focused on influencing a variety of related objectives: supporting student achievement, creating more opportunities for children and ensuring that schools are safe, healthy and supporting places to nurture learning and engagement.

In order for students at John Adams High School to receive free health care through the school's new school-based health center, funding and staff will need to continue to be provided by Cohen Children's Medical Center and the North Shore-LIJ Health System. This free on-site health center provides more than 2,500 students at John Adams with access to nurse practitioners, social workers, a psychiatrist, pregnancy and sexually transmitted disease (STD) prevention programs and vaccinations. The full service medical center also provides treatment for asthma, diabetes and mental health; full laboratory services; physicals for sports, working papers and college applications; and diet and exercise plans for students with weight management concerns.

CBO Global Kids will use certified teaching staff for enrichment programs. Most, teaching staff for after-school ELT programs are contractually obligated to remain for the duration of the program. Per session advertisements for high needs subject areas, such as math, will be made based on the number of students flagged for being under-credited or in need of a Regents exam.

Schedule and programmatic needs and adjustments will be completed in collaboration with the program office and in consultation with the school leadership team.

Core Resources Needed To Provide Services Include:

- **Dedicated Community School Director:** The school has one dedicated staff role focused on assessing school and student need, securing resources, and coordinating services across students, families and the school community. The Director is employed by the lead CBO partner and serves as key partner to the principal and other senior leaders at the school.

- **Ongoing Needs Assessment:** The school (and CBO partner) conducts an annual needs assessment of all enrolled students to determine their academic, health, social, and emotional needs. Every three years, the school also conducts a community-level needs assessment, which should engage all relevant local stakeholders.
- **Defined Community Partnerships:** A fully-developed Community School not only has established partnerships, but those partnerships are formalized in Memorandums of Understanding (MOUs) and linkage agreements.
- **Intentional Coordination of Services:** John Adams Community School has a clearly defined strategy for properly identifying the needs of their students and school community, and a plan for securing the resources and services to meet those identified needs. These resources begin in the classroom as our classrooms are equipped with both SmartBoards and computers connect individual students to tailored resources based on their needs.
- **Strategic Data Collection & Analysis:** Data will inform program decisions and clearly aligned outcomes should flow directly from the school's needs. School and student goals, and the school's progress towards achieving those goals, should be regularly shared among all school partners through data inquiry and collaborative data review.

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

June-August 2015: Planning with Office of School Renewal, SLT, CBO, School Renewal Team

Early September 2015: Hiring of Community School Director

September-October 2015: CBO partner and Community School Director begin monthly meetings to set goals and manage change efforts with the new community school design.

September-October 2015: Implementation of new community health center, which will remain open Monday to Friday, 7:30 a.m. to 3:30 p.m.

September 2015-June 2016: Ongoing checks for community school impact through in-class student assessments as and parent and student surveys.

September 2015-June 2016: New Community School Teacher Orientation

September 9, 2015-June 2016: First Day School, Community School Services Begin

September 9, 2015: ELT and enrichment Services begin

October 2015-December 2015: Renovation of family resource center to include additional resources such as coloring books for younger siblings of students and a variety of magazines. This new community hub will also have computers for educational research and be linked to the school's parent coordinator's office.

October 2015- June 2016: CSD and school leaders conduct ongoing data analysis, collection, and review to inform programmatic decisions and clearly aligned outcomes.

February 2016-June 2016: Program new semester of students for all ELT courses and various enrichment offerings.

June 2016: Final data analysis and review to determine community school learning gaps.

Section 8: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>A- Students not meeting or approaching standards in ELA classes</p> <p>B- Student who received below a 75% on their ELA Regents exam.</p> <p>C- Students who failed their ELA classes</p> <p>D- ELLs who need extra support in ELA</p> <p>E- SWDs who have an IEP</p> <p>F- Students who need support in reading</p> <p>G- Students who are meeting or exceeding standards in ELA classes</p> <p>H- Students who have demonstrated mastery on the ELA Regents</p>	<p>A -ELA Tutoring</p> <p>B-Regents prep classes</p> <p>C-Blended Learning: APEX</p> <p>D-Blended Learning: ACHIEVE 3000, Tutoring, Extra classes</p> <p>E- ICT classes, self-contained classes, tutoring</p> <p>F- Blended Learning: Reading Horizons, WILSON</p> <p>G-Honors classes, Specialty Classes</p> <p>H- Advanced Placement classes, College Now Classes</p>	<p>A- One-on-One and small groups</p> <p>B- Targeted classes</p> <p>C- Targeted classes</p> <p>D- Targeted classes, One-on-One and small groups</p> <p>E- Targeted classes, small groups, One-on-One</p> <p>F- Targeted Classes, One-on-One</p> <p>G- Targeted Classes</p> <p>H- Targeted Classes</p>	<p>A- During school and after school</p> <p>B- During school</p> <p>C- During school, before school, and after school</p> <p>D- During school, After School, Saturday</p> <p>E- During school, After school</p> <p>F- During school</p> <p>G- During school</p> <p>H- Before school, During school, After school</p>
Mathematics	<p>A- Students struggling in their math class</p>	<p>A- Tutoring program</p>	<p>A- One-to-one</p> <p>B- Targeted classes</p>	<p>A- After school</p> <p>B- During the school day</p>

	<p>B- Students who failed their Math Regents exam</p> <p>C- Students who failed their math classes</p> <p>D- ELL students who need extra help in math</p> <p>E- Students who have an IEP</p> <p>F- Students with an IEP who are advanced in Math</p> <p>G- English Language Learner</p> <p>H- Incoming students who speak Spanish or Bengali</p> <p>I- Incoming students who are level 3 or 4 in Math</p> <p>J- Advance students who completed their math sequence</p>	<p>B- Regents prep classes</p> <p>C- Blended learning classes</p> <p>D- Saturday program</p> <p>E- ISS classes</p> <p>F- Inclusion classes</p> <p>G- ELL classes</p> <p>H- Bilingual classes</p> <p>I- Honor classes</p> <p>J- College-Now classes</p>	<p>C- Targeted classes</p> <p>D- Small group</p> <p>E- Small classes</p> <p>F- Team-Teaching classes</p> <p>G- Regular classes</p> <p>H- Bilingual teachers</p> <p>I- Regular classes</p> <p>J- Regular classes</p>	<p>C- After school and Saturday</p> <p>D- Saturday</p> <p>E- During the school day</p> <p>F- During the school day</p> <p>G- During the school day</p> <p>H- During the school day</p> <p>I- During the school day</p> <p>J- After school</p>
Science	<p>A- Students in graduating cohort class who have not yet passed a science regents exam required for graduation</p> <p>B- Students struggling in their science classes evidenced by one or more marking period failures</p>	<p>A- Intensive Regents Review Tutoring/guided practice</p> <p>B- Tutoring/guided practices</p> <p>C- Strategy Tutoring /guided practice Intensive Regents Review</p> <p>D- Tutoring/guided practices</p>	<p>A- Group/ Individual</p> <p>B- Group/ Individual</p> <p>C- Targeted Classes</p> <p>D- Group/ Individual (reading comprehension / writing)</p>	<p>A- During and after school/ Saturday</p> <p>B- During and after school</p> <p>C- During and after school</p> <p>D- During and after school</p> <p>E- During and after school</p>

	<p>C- Students who failed a science regents exam</p> <p>D- ELL students</p> <p>E- ICT classes</p> <p>F- At Risk Seniors</p>	<p>E- Tutoring/guided practice</p> <p>F- Tutoring/guided practices</p>	<p>E- Group/ Individual (reading comprehension / writing) Team teaching</p> <p>F- Group/ Individual (data analysis and interpretation/ masterful reading)</p>	<p>F- During and after school</p>
Social Studies	<p>Students struggling in Social Studies for students who need both exams for graduation.</p> <p>A- Students who failed US and Global Regents</p> <p>B- ELL Students who need extra help</p> <p>C- ICT students</p> <p>D- At Risk Seniors</p>	<p>A- Strategy Tutoring/guided practice intensive regents review</p> <p>B- Tutoring/guided practices</p> <p>C- Tutoring /guided Practices</p> <p>D- Tutoring /guided Practices</p>	<p>A- Targeted Classes</p> <p>B- Group Individual</p> <p>C- Group/Individual</p> <p>D- Group/ Individual</p>	<p>A- During School</p> <p>B- During and After school</p> <p>C- During and After school</p> <p>D- During and After school</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Content Areas:</p> <p>ELA / Math / Sciences / Social Studies</p>	<p>A- Ensure that IEPs reflect student needs and all mandates are met, including programs and related services</p> <p>B- Transition planning, including preparing for CDOS credential</p> <p>C- Progress Monitoring - Review student data and work samples to ensure student's academic needs are met: analyze student matrix, monitor</p>	<p>A- One to one</p> <p>B- One to one, groups</p> <p>C- One to one, groups</p>	<p>A- During school day</p> <p>B- During school day</p> <p>C- During school day</p>

		<p>student progress toward graduation</p> <p>D- External partnership development - design structures and processes that result in family and community engagement support and ownership (Co-Op Tech, Access-VR, 21st Century, Urban Arts, and CIDNY)</p> <p>E- Pupil Personnel Meetings (Bi-weekly and prior to conducting initial Special Education Evaluations) involving administrators, guidance counselors, attendance officers and social workers and school psychologist to examine students who are in need of academic intervention services</p>	<p>D- One to one, groups</p> <p>E- One to one, groups</p>	<p>D- During and after school</p> <p>E- During school day</p>
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Section 9: Career and Technical Education (CTE) Programs
(NYSED Requirement for "Out of Time" Priority High Schools)

Directions: In this section, provide a description of the Career and Technical Education (CTE) program offerings *at schools in Good Standing* that students in this school will have access to beginning in the 2015-16 school year.

In addition to our existing Law CTE program we will have arranged with Co-Op Tech to run a technology based CTE program in our building. However, we also will be reaching out to D-79's Co-Op Tech for shared instruction opportunities.

**Section 10: Professional Development Plan
(NYSED Requirement for "Out of Time" Priority Schools)**

Directions: In this section, provide a description of the mandatory professional development that will be provided to school leadership and staff beginning in September 2015.

PD Topic	Sept	Oct	Nov	Dec	Jan-June
Data and Inquiry	Analyze Regents data as baseline for Regents pre-assessments to be developed by AP content; The analysis will have a dual focus: increase the Regents passing rate by focusing on student skill and content gaps, and increasing rigor to increase alignment with the CCLS.	<p>Create pre-assessments for all courses terminating in a Regents exam, and aligned with Sept. data inquiry and increased incorporation of complex text.</p> <p>Identify Cohort R students in need of Regents credit and identify skills and content gaps based on prior Regents exams and/or pre-assessments. Create interim assessments for all courses second 6-week interim assessments for all courses</p> <p>Review assessments for alignment with CCLS; what literacy strategies need to be front and center</p>	<p>Review Oct. pre-assessment data and create a Nov. Regents pre-assessment incorporating both new content and identified skill/content gaps, and aligned with the CCLS.</p> <p>Review data of targeted Cohort R students and develop a Nov assessment to assess skill and content gaps.</p> <p>Create 3rd 6-week interim assessments for all courses</p>	<p>Review Nov. pre-assessment data and create a Dec. Regents pre-assessment incorporating both new content and identified skill/content gaps, and aligned with the CCLS</p> <p>Review data of targeted Cohort R students and develop a Dec assessment to assess skill and content gaps.</p> <p>Create 4th 6-week interim assessments for all courses</p>	<p>Review Dec. pre-assessment data and create a Jan. Regents pre-assessment incorporating both new content and identified skill/content gaps, and aligned with the CCLS</p> <p>Review data of targeted Cohort R students and develop a Jan assessment to assess skill and content gaps.</p> <p>Create 5th 6-week interim assessments for all courses</p> <p>Review assessments cumulatively to check alignment with CCLS.</p>
CCLS Instructional Shifts	<p>Review school wide instructional focus: meaningful engagement through complex text. Review Danielson rubric regarding rigor, questioning, assessment.</p> <p>Review previous work done on</p>	<p>Critical friends groups review lesson plans and student work; begin focus on immediate and actionable feedback.</p> <p>Continue focus on</p>	<p>Continue ongoing areas of focus and introduce multiple entry points.</p>	Ongoing.	Assess status to determine next steps.

	<p>strategies for engaging students and reading and analyzing complex text. Begin introduction of WITSI strategies as a framework both for writing and comprehension of text and content. Examine how strategies were incorporated into the curricula and how different strategies address different needs/skills. Begin incorporating strategies into planning.</p>	<p>developing lesson plans which incorporate meaningful engagement and text analysis strategies, with a particular focus on rigor, questioning, and assessment, as well as strategies for teaching skill and content gaps identified by the Regents pre-assessments and WITSI strategies.</p>				
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Section 11: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

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, staff, and paraprofessionals 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 WITSI 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.

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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).

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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/information, early intervention services, etc.).

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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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,858,201.00	X	34,31,26,23,19,15
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	560,255	X	34,31,26,23,19,15
Title II, Part A	Federal	0		
Title III, Part A	Federal	55,512.00	X	34,31,19
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	14,461,067.00	X	34,31,26,23,19,15

1Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a):** To 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/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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 an 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 12: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 RSCEP 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

I. School Responsibilities

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 30
of certified ESL/Bilingual teachers: 27
of content area teachers: 15

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

John Adams is a large comprehensive urban high school divided into small learning communities with 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 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

Part B: Direct Instruction Supplemental Program Information

“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
- 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

Part B: Direct Instruction Supplemental Program Information

opportunities include class sessions, tutorials, projects, prep classes, theatre experiences and college campus visits.

The data clearly indicated that the large majority of LTE were incoming 9th graders with only a few students from the 10th, 11th and 12th grade remaining in that category. The Long Term ELLs follow 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 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.

Part B: Direct Instruction Supplemental Program Information

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, 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

Part B: Direct Instruction Supplemental Program Information

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 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.

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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, DOELLs 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, 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

Part C: Professional Development

- o BETAC Professional Development Workshops
- o Office of ELLS Professional Development Workshops
- o SIOP Conference
- o RTI Workshops
- o ELL Literacy Leadership Institute
- o Dual Language Symposium
- o Teaching Content to ELLs
- o Achieving Success for ELLs

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 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 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 D: Parental Engagement Activities

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
		Binder Tabs Organizing Required Document \$ 28.52 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
TOTAL	\$101,850.00	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District	Borough select one	School Number
School Name		

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

Principal	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program		Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):	Number of students who speak three or more languages:
---	---

Freestanding English as a New 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														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Physics				
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
- How do you make sure that a student's new language development is considered in instructional decisions?
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
11. 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
3. Describe how core content is delivered in each program model. 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.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
8. 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?
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

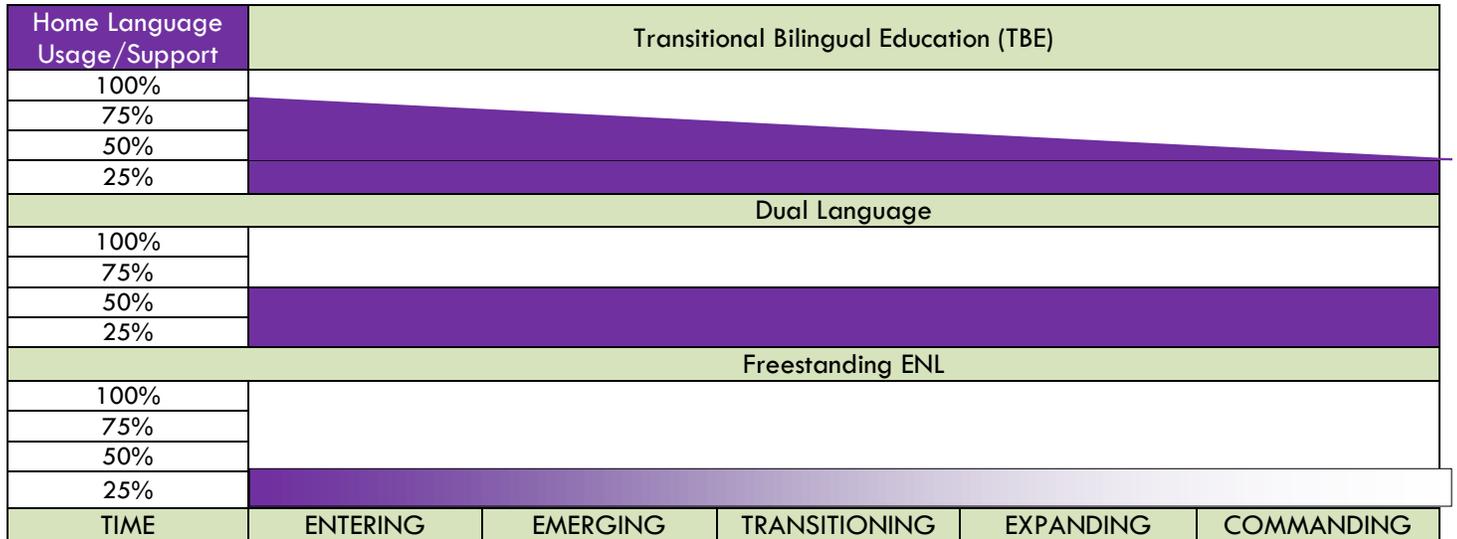


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
13. What programs/services for ELLs will be discontinued and why?
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
19. What language electives are offered to ELLs?
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ENL 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 how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?

D. Additional Information

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

Part VI: LAP Assurances

School Name:		School DBN:	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **480** School Name: **John Adams**
Superintendent: **Michael Alcott**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

John Adams High School will provide translation and interpretation of documents based on the number of non-English speaking parents in the school and the number of students with non-English home language. When a student is admitted, a licensed professional interpreter will be present 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 parents the information for their children's educational options and for their own capacity to improve their children's achievement. By communicating with the parents in their preferred languages we will enhance the shared parent-school accountability experience.

John Adams High School will determine within 30 days of the student's enrollment if the primary language spoken by the student is not English via the Home Language Survey, Parent Coordinator and PTA meetings. This information is inputted into ATS. During the year, the ELL Coordinators use the RAPL report (Adult Preferred Language Report) in order to know when contacting parents through Skedula letters, phone blasts, or individualized phone calls. These frequent communications are used to set up 1-1 parent meetings, mandated monthly ENL parent nights, and parent teacher conferences among other things.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parents' preferred languages for written communication for the 2015-2016 school year are as follows: 3 parents prefer Arabic, 1 parent prefers Armenian, 210 parents prefer Bengali, 6 parents prefer Chinese, 1 parent prefers Dutch, 2,512 parents prefer English, 11 parents prefer French, 2 parents prefer Fulani, 8 parents prefer Hindi, 1 parent prefers Indonesian, 1 parent prefers Italian, 2 parents prefer Mossi, 1 parent prefers Filipino, 2 parents prefer Portuguese, 63 parents prefer Punjabi, 1 parent prefers Russian, 1 parent prefers Slovak, Spanish, 2 parents prefer Tamil, 1 parent prefers Thai, 1 parent prefers Tibetan, 5 parents prefer Ukrainian, and 25

The parents' preferred languages for oral communication for the 2014-2015 school year are as follows: 3 parents prefer Arabic, 1 parent prefers Armenian, 215 parents prefer Bengali, 7 parents prefer Chinese, 1 parent prefers Dari, 2 parents prefer Dutch, 2,516 parents prefer English, 11 parents prefer French, 2 parents prefer Haitian Creole, 15 parents prefer Hindi, 1 parent prefers Indonesian, 1 parent prefers Italian, 1 parent prefers Pashto, 3 parents prefer Filipino, 2 parents prefer Portuguese, 64 parents prefer Punjabi, 1 parent prefers Russian, Spanish, 1 parent prefers Thai, 2 parents prefer Tamil, 1 parent prefers Tibetan, 5 parents prefer Ukrainian, and 25

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

1. The Parent/Guardian Home Language is determined by the Home Language Identification Survey. Students who attend 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. 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 & BNDC Screens + RPOB results, we identify families that need written translation of our documents and oral interpretation services for meetings, parent conferences, and outreach. We make sure our written outreach is translated and sent home in a timely manner. The major languages for translation and interpretation services are: Spanish, Bengali, Arabic, Urdu, and Hindi. These findings were discussed at meetings, parent association meetings, faculty meetings, and Small Learning Communities.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

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. ENL 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 outside vendors. The majority of these services will be provided in house by school staff or parent volunteers.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

John Adams meets all identified needs of translation and interpretation. Students and parents need translation with transcripts, failing senior letters, Department Progress Report letters, NYSESLAT notifications about testing, location of NYSITELL Testing, Automated telephone messages, attendance outreach calls, guidance conferences, suspension conferences, and parent workshops. These findings were discussed in school leadership meetings and parent association meetings. The findings were addressed by submitting a Budget Plan for translation and interpretation. Procedures to ensure timely provision of translation services are provided by in-house staff support and the Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services will be provided by in-house school staff, phone interpreters and the use of language translation services.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

AP, ENL oversees and monitors the DOE's provision of language assistance services to LEP parents. She works closely with the DOE (Giving PD if necessary) to ensure that the DOE's translation and interpretation services support the needs of the LEP students. She serves as primary contact for schools for ongoing guidance and support, provides input regarding appropriate translation and interpretation services, and monitors and evaluates how schools use translation and interpretation services. Develops and provides training to relevant school staff; provides Language Access Kits, Kits include a multilingual Language Identification Guide to help determine the language spoken by a parent, an informational brochure about translation services by the T & I Unit, and an over-the-phone card for school staff that outlines how to obtain an interpreter. These tools are available at the front desk of the school.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

John Adams HS will fulfill Section VII by informing parents about our services at the time of registration by our coun staff. In addition, we will have posters hanging up in our school and our website will contain in the different languag translation and interpretation services and how to access them in our school.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys in all languages and letters using skedula are sent to all families. Each month there are eetings usin letters and/or documents are translated in-house.