2018-19
RISE SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(R-CEP)

DBN: (i.e. 01M001): 27Q480
School Name: JOHN ADAMS HIGH SCHOOL
Principal: DANIEL SCANLON
Rise School Comprehensive Educational Plan (R-CEP) Outline

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Section 1: School Information Page

School Information

School Name: John Adams High School

BEDS Code: 34270011480

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: Daniel Scanlon

Email Address: dscanlo@schools.nyc.gov

Community School CBO: Michael Grochowski

Principal: Daniel Scanlon

Community School Director: KellyAnn Bellico

UFT Chapter Leader: Rosemary Pagan

Parents’ Association President: Warren Kaufman

SLT Chairperson: Warren Kaufman

Title I Parent Representative (or Parent Advisory Council Chairperson): Rosemary Pagan

Student Representative(s): Michael Wang, Amanda Santoo

District Information

Geographical District: 27

Superintendent: Juan Mendez

Superintendent’s Office Address: 30-48 Linden Place, Flushing, NY 11354

Superintendent’s Email Address: jmendez2@schools.nyc.gov

Phone Number: 718-281-7696

Fax: 718-281-7696

Field Support Center (FSC)

FSC: Queens South

Executive Director: Marlene Wilks

Executive Director’s Office Address: 82-01 Rockaway Blvd., Ozone Park, New York 11416
Executive Director’s Email Address: Mwilks@schools.nyc.gov
Phone Number: 718-281-3259
Fax: 718-642-5705
Section 2: Executive Summary and Organizing Principles

The Objective
To guide, support and accelerate the early progress demonstrated by the schools graduating out of the Renewal program, as Rising Schools of Excellence (Rise), with a compelling theory of action, clear strategy for sustainment, targeted individualized supports, continued accountability, gradual release of responsibility, such that they independently accelerate their growth trajectory.

Background
Rise Schools have demonstrated:

- they have the will and conditions in place to accelerate student growth and meet school improvement benchmarks.
- they have the capacity to lead/implement a school improvement strategy.

Rise Schools have seen some gains across multiple measures including graduation rates, college readiness, state test scores and attendance. As a result, these schools will fully transition out of the Renewal Schools program at the end of the 2017-2018 SY and continue under the guidance of the Office of Field Support, in partnership with the Office of School Support and Supervision.

Six Rise Keys for Continued Improvement

1. Strengthen the Instructional Core
2. Strengthen Instructional Leadership Capacity
3. Improve Data Driven Practices
4. Apply a tiered approach to student intervention
5. Promote a positive, inclusive school environment for students, staff, parents and community partners
6. Increase monitoring and accountability

Theory of Action
If the NYC Department of Education provides customized supports to Rise schools and principals designed around the “Six Rise School Keys for continued improvement” then, Rise principals and their teams will have the tools and resources to accelerate outcomes for ALL students and increase students’ access to an excellent and equitable education.

Structure of the Rise School Comprehensive Educational Plan (R-CEP)
The Rise School Comprehensive Educational Plan (R-CEP) will serve as the organizing and overarching document for each Rise school and will be directly aligned and developed around the elements of the Framework for Great Schools, New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, and Strong Schools, Strong Communities, including the following:

- Rise Benchmarks: please refer to the 2018-19 Rise benchmarks provided to your school.
- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and Rise through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Rise process.
- Setting mid-year point 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 Next Generation Learning Standards (NGLS) 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.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 the R-CEP 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 Rise School Comprehensive Educational Plan (R-CEP) will reflect this focus and should serve as the blueprint for continuous improvement that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to increase 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 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 that align with the first five 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.

### Alignment between FGS and RISE Keys

<table>
<thead>
<tr>
<th>Framework for Great Schools Elements</th>
<th>Rise Key 1</th>
<th>Rise Key 2</th>
<th>Rise Key 3</th>
<th>Rise Key 4</th>
<th>Rise Key 5</th>
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### 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:

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

### Alignment between DTSDE Tenets and RISE Keys

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<tr>
<td>Tenet 2: School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students in systems of continuous and sustainable school improvement.</td>
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<td>Tenet 3: Curriculum Development and Support: The school has rigorous and coherent curriculum and assessments that are appropriately aligned to the CCLS for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.</td>
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<td>Tenet 4: Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.</td>
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<td>Tenet 5: Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</td>
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<td>Tenet 6: Family and Community Engagement: The school creates a culture of partnership where parents, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</td>
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### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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 the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the R-CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the R-CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for R-CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Rise 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:** In Part 1A of the Section 5: Needs Assessment indicate the Rise Key and the corresponding statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

- **Step 4:** Discuss and respond to the guiding questions under each Framework element.

- **Step 5:** Revisit your 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 your school’s AIS section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School 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.

Rise Program Priorities

Our Rise Theory of Action (page 4) is drawn from research¹ on turnaround schools, the DOE Framework for Great Schools, DTSDE Tenets, and the Quality Review, which suggest that these key priorities have the greatest impact on student achievement.
<table>
<thead>
<tr>
<th>RISE Keys</th>
<th>Priorities</th>
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</thead>
</table>
| **1. Strengthen the Instructional Core** | • A clear focus aligned to students’ instructional needs, including college and career readiness  
• Access to common, standards-based curricula for all students, including ELLs and SWDs  
• Explicit and intentional embedding of culturally responsive Instruction in all content areas  
• Formative and summative assessments for all students in all grades that are aligned to curricula and produce clear evidence of learning  
• Tiered approach to teacher professional learning opportunities.  
• Partnership with families to increase engagement in students’ academic success |
| **2. Strengthen Instructional Leadership Capacity** | • Implementation of a coherent vision for school improvement - a vision for leading learning, leading people, leading schools and leading change  
• Development of a system to support distributive leadership and build the capacity and sustainability of teacher leaders through continuous improvement  
• Developing leadership competencies, specific to turnaround efforts, including leveraging multiple stakeholders, a commitment to student learning and a sustained pursuit of measurable progress.  
• Strategic allocation of resources to support instructional and professional learning plans and family engagement in leadership opportunities |
| **3. Improve Data Driven Practices** | • Integrative use of formative and summative assessment tools and practices to target resources and support throughout the year to achieve academic priorities  
• Ongoing analyses of school-wide and student-level data and adjustments to curricular resources and instructional moves  
• Prioritization of the use of standards and data to inform teaching and learning |
| **4. Apply a tiered approach to school support and intervention** | • Implementation of a tiered intervention system that engages teacher teams in frequent cycles of progress monitoring and adjustments to address diverse student needs  
• School establishes coherent system, adopted by all to ensure that interventions are effective, differentiated and timely  
• Increased use of teacher teams’ data-driven practices to accelerate student achievement |
| **5. Promote a positive, inclusive school environment for students, staff, parents and community partners** | • Clear strategy that establishes social norms within the school community and promotes a culture for learning with clear and high expectations for all students, in partnership with CBOs.  
• The sustainability of an environment where students feel safe, connected and engaged through practices that are culturally relevant and build their scholarly identity  
• The development of a whole school approach, in partnership with families, with specific attention to social, physical and behavioral environments  
• Social emotional learning practices embedded in teaching and learning as aligned to the Collaborative for Academic, Social and Emotional learning (CASEL) competencies and supported by CBOs. |
| **6. Increase monitoring and accountability** | • School leaders implement effective monitoring systems to ensure that instructional practices and interventions are monitored closely at the classroom, team, and school wide level  
• Establish effective teacher team practices that ensure teachers are accountable for data findings and set timely and appropriate interventions  
• Data analysis results in adjustments to the programs and priorities to better service students  
• Foster positive systems for accountability driven by reflection and action planning  
• Support from district leaders to focus efforts toward results and problem solving actions that lead to turnaround success. |

1. Darden/Curry PLE – Turnaround Leadership Competencies and Turnaround Action Shown to Influence Student Achievement
Monitoring and Accountability

- Rise schools will be monitored for implementation of the Rise Comprehensive Educational Plan (R’CEP) by Superintendents and Office of Field Support.
- Rise schools will be held accountable for making progress according to annual targets set by the Department of Education, as evidenced by their attainment of named benchmark scores for each annualized key metric. Schools not achieving annual targets by June 2019 are subject to additional oversight and consequences, to be determined at a later date.
- OFS will bring increased oversight and accountability by monitoring FSC supports to schools and ensure that these are aligned with the school’s instructional focus, student and teacher needs, and moving the school toward achieving interim goals.
- OSSS will monitor DSR oversight of all supports to Rise Schools.
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 Rise School Comprehensive Educational Plan (R-CEP). 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 and Family Engagement Policy 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 R-CEP, 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.

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<th>Check if SLT</th>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>X</td>
<td>Daniel Scanlon</td>
<td>*Principal or Designee</td>
<td></td>
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<td>X</td>
<td>Kelly Ann Bellico</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>X</td>
<td>Rosemary Pagan</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>X</td>
<td>Maria Hernandez</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>X</td>
<td>Rosemary Pagan</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>X</td>
<td>Michael Grochowski</td>
<td>Community School Director (staff)</td>
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<td>X</td>
<td>Michael Wang</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<td>X</td>
<td>Amanda Santoo</td>
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<td>Member / CSA Representative</td>
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<td>Roxanna Amiri</td>
<td>Member / Teacher</td>
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<td>James Pitman</td>
<td>Member / Teacher</td>
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<td>Vicky Roopchand</td>
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<td>X</td>
<td>Onaida Soto</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
### Section 4: Rise School Narrative

In a brief narrative, describe the current state of the Rise school addressing the following and **please use existing data**, where applicable:

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. Identify any special student populations that the school has and what their specific needs are.
3. Describe your school’s approach to family engagement and progress made with establishing families as partners in furthering student achievement.
4. Describe how your school is leveraging community school partnerships to support progress in elements of the Framework for Great Schools and your Rise Benchmarks and indicate where this has been a challenge.
5. 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 NYC school with a student enrollment of 2,400. Formerly a priority and out of time school, its status was changed to that of focus school effective July 1, 2016 and during SY 17-18 it was announced that the school would be “graduating” from the Renewal program into RISE. This progression was accomplished in large part due to major structural and instructional changes made over the course of the past several years, which resulted in significant changes in our culture and practice, bringing both to closer alignment with our mission statement. These changes include, but are not limited to, 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 in determining learning gaps and the impact of instructional strategies designed to address them; a school wide focus on meaningful student engagement, feedback and student ownership of their learning; the recognition that in order for student outcomes to improve adults as well as students must become learners; and the implementation of a school wide system for supporting student social and emotional needs. In this RCEP we will be analyzing the impact of our past work as well as laying out the framework for what steps we as a school community will enact in order to continue and build upon the progress already made. Chief among our priorities is the continued advancement of instruction and learning, as indicated by increases in credit accumulation, Regents passing, and attendance rates, and ultimately, graduation rates. Equally important is an increase in college and career readiness. In order to provide our students with the preparation and opportunities 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. Examples of these initiatives are CLASS, the Judith Hochman writing program, and PBIS.

The CLASS program is a two year school improvement and leadership development program offered through Hunter College. The cohort which began this two year cycle in SY 17-18 is focusing 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 to learning and student growth. Due to the fact that CLASS participants also serve as SLC directors or work in other ways
to facilitate SLC common planning time it also is an important means for supporting the professional learning of other staff members as well.

We incorporate writing across the curriculum into the inquiry cycle and base our work on the writing research of Judith Hochman. This provides for a scaffolded approach for developing student writing, critical thinking skills, and content knowledge, 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. In SY 15-16 Hochman specific writing strategies were introduced into grades 9-12 in all subject classes and we since have been engaged in an ongoing revision process to better align these strategies with identified learning gaps, create a pacing calendar for the introduction and release of some of the scaffolds, and to incorporate writing assessment into our monthly department assessments.

The Positive Behavior Interventions and Support (PBIS) program operates from the understanding that behavioral and academic concerns oftentimes are interrelated, and thus uses a two-pronged approach that addresses the needs of the whole student. At 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 CLASS 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 and our program is overseen by a mediation teacher. Our PBIS program is closely aligned with the Quality Review's rubric for a Positive Learning Environment, in which we received a rating of Well-Developed for SY 16-17. The impact of PBIS also is reflected in our attendance data (77.7% in SY11-12 vs. 86.4% for SY 17-18.) In order to broaden the PBIS menu of intervention strategies SY 18-19 will see the introduction of Restorative Justice practices, particularly in the form of Restorative Circles and a Youth Court program.

Taken together these programs represent our philosophy of student learning. At its foundation is the belief that in order for students to learn adults must learn as well, with much of this adult learning represented by the inquiry cycle (what do students need to know (curriculum, state standards, etc); what do they know (what prior knowledge do they have and/or how much of what has been taught have they actually learned); how do we know this (how are we assessing what students know); what do students still need to know (what learning gaps exist); how do we know this (how are we assessing and measuring learning gaps); how will we teach new content and address learning gaps (what instructional strategies are most effective, how will we provide multiple entry points, how will we promote rigor and higher level thinking skills, how will students be engaged); how effective are our strategies (how will assess whether what we are doing is working); and what are our next steps (how will we continue to improve student outcomes.) In practice this translates into teaching from a rigorous curriculum aligned with Common Core/NYS standards, implementing instructional strategies which meaningfully engage students (which we define as involving the minds of all students in all phases of the lesson), assessing student learning, and providing students with immediate and actionable feedback.

The Instructional Support Services Department conducts school-based professional development that supports teachers in designing and implementing Individualized Education Plans and best practice strategies to educate students with disabilities. The Danielson Framework and Advance are utilized as part of the observation and feedback cycle, to propel professional growth. The ISS Department Common Planning Time includes work time to ensure that ISS Teachers leave with collection of strategies and resources that will foster improved student learning through developing a culture rooted in effective teacher practice. ISS 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 Common Core Learning Standards and EngageNY inform improved teacher practice and Quality IEP Development. Monthly targets are differentiated by the needs of John Adams High School, the Special Education Department and Compliance to the PPR, CORe Checklist and the Transition SPP13. Weekly ISS Professional Development is determined by monthly target goals and in response to teacher observation, assessment analysis, teacher evaluation, feedback and support.
Recognizing that strong family engagement with the school is a powerful contributor to student success, in SY 16-17 we launched the use of Kinvolved, which allows us to inform parents through texts and in real time about student attendance. The program also allows us to send texts on any other issue, as well. During its first year in use 250,000 messages between the school and parents were sent and received, and several John Adams members were asked to present a webinar guiding schools on successful implementation. Kinvolved was used by approximately 60% of staff members and in SY 18-19 one of our goals is to increase usage even more.

Rigorous Instruction is one aspect of the Framework for Great Schools which has been improved over time. While we received a well developed on component 1.1 (rigorous and engaging curriculum) on the 2015-2016 Quality Review, component 1.2 (developing teacher pedagogy) was our area of focus, and one for which we were evaluated developing. In short, while we had curriculum and structures to support rigor and high expectations, they not translating into day-to-day classroom instruction. Rigor, then, became an important focus and inquiry target during SY 16-17, resulting in ratings of Well Developed for 1.1 (Curriculum), and Proficient in 1.2 (Pedagogy) and 3.4 (High Expectations) in SY 16-17 Quality Review.

Our CBO is Global Kids and we have partnerships with a number of other organizations, including Northwell/LIJ, Urban Arts, JetBlue, and AOL. Establishing the partnerships themselves was not particularly challenging, but it originally was somewhat of a challenge 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. problematic has been the lack of familiarity on the part of the CBO with DOE regulations, although with time this has been less of a problem than in years past. The CBO also has been playing an increasingly important role in attendance outreach and has developed an action plan, discussed later in this RCEP, to strengthen their work and extend their outreach.

Extended Learning Time is built into our students’ programs and is differentiated to meet individual student need. Included in our ELT options are College Now classes, Small Learning Community based electives, support programs such as Reading Horizons, double periods in content areas of identified need, and classes for students who passed a class but failed the Regents or passed the ELA and/or Math Regents but who did not achieve college readiness.
### School Demographics and Accountability Snapshot for 2Q480

**School Configuration (2018-19)**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>09,10,11,12</td>
<td>2281</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**English Language Learner Programs (2018-19)**

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Special Education Programs/Number of Students (2015-16)**

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>329</th>
</tr>
</thead>
<tbody>
<tr>
<td>168</td>
<td>123</td>
<td>329</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
<th>336</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>92</td>
<td>336</td>
<td></td>
</tr>
</tbody>
</table>

**# Visual Arts**

<table>
<thead>
<tr>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>6</td>
</tr>
</tbody>
</table>

**# Foreign Language**

<table>
<thead>
<tr>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
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</table>

**School Composition (2017-18)**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>79.0%</td>
<td>86.4%</td>
<td>75.4%</td>
<td>4.2%</td>
<td>16.7%</td>
<td>14.9%</td>
<td>10.0%</td>
<td>69%</td>
<td>6.25%</td>
<td>6.25%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td></td>
</tr>
</tbody>
</table>

**Racial/Ethnic Origin (2017-18)**

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>22.9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Hispanic or Latino</td>
<td>34.0%</td>
<td>34.0%</td>
</tr>
<tr>
<td>% White</td>
<td>3.0%</td>
<td>Multi-Racial</td>
</tr>
</tbody>
</table>

**Personnel (2015-16)**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>79.0%</td>
<td>86.4%</td>
<td>75.4%</td>
<td>4.2%</td>
<td>16.7%</td>
<td>14.9%</td>
<td>10.0%</td>
<td>69%</td>
<td>6.25%</td>
<td>6.25%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td></td>
</tr>
</tbody>
</table>

**Years Principal Assigned to School (2018-19)**

<table>
<thead>
<tr>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification</th>
<th>12%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>11%</td>
<td>8.7</td>
</tr>
</tbody>
</table>

**Student Performance for Elementary and Middle Schools (2017-18)**

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Science Performance at levels 3 & 4 (4th Grade) (2016-17)**

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Student Performance for High Schools (2016-17)**

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>69%</td>
<td>83%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Global History Performance at levels 3 & 4**

| 68.9% | 73% |

**4 Year Graduation Rate**

| 66.9% | 70.8% |

**Regents Diploma w/ Advanced Designation**

| 10.0% | 10% |

**Overall NYSED Accountability Status (2018-19)**

<table>
<thead>
<tr>
<th>Reward</th>
<th>No Recognition</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Good Standing</td>
<td>No Local Assistance Plan</td>
<td>No</td>
</tr>
<tr>
<td>Focus District</td>
<td>Yes Focus School Identified by a Focus District</td>
<td>Yes</td>
</tr>
<tr>
<td>Priority School</td>
<td>No Focus Subgroups</td>
<td>Asian, Black, ED</td>
</tr>
</tbody>
</table>

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

| American Indian or Alaska Native | Black or African American | N/A |
| Hispanic or Latino               | Multi-Racial              | N/A |
| Students with Disabilities       | Limited English Proficient | N/A |
| Economically Disadvantaged       | ALL STUDENTS              | N/A |

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**

| American Indian or Alaska Native | Black or African American | N/A |
| Hispanic or Latino               | Multi-Racial              | N/A |
| Students with Disabilities       | Limited English Proficient | N/A |
| Economically Disadvantaged       | ALL STUDENTS              | N/A |

**High School**

| American Indian or Alaska Native | Black or African American | NO |
| Hispanic or Latino               | Multi-Racial              | NO |
| Students with Disabilities       | Limited English Proficient | NO |
| Economically Disadvantaged       | ALL STUDENTS              | NO |

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

| American Indian or Alaska Native | Black or African American | NO |
| Hispanic or Latino               | Multi-Racial              | NO |
| Students with Disabilities       | Limited English Proficient | NO |
| Economically Disadvantaged       | ALL STUDENTS              | NO |

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

| American Indian or Alaska Native | Black or African American | YES |
| Hispanic or Latino               | Asian or Native Hawaiian/Other Pacific Islander | YES |
| White                             | Multi-Racial              | N/A |
| Students with Disabilities       | Limited English Proficient | YES |
| Economically Disadvantaged       | ALL STUDENTS              | YES |
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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. (aligned to Rise Keys 2 and 6)</td>
<td>X</td>
</tr>
<tr>
<td>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. (aligned to Rise Key 3)</td>
<td>]</td>
</tr>
<tr>
<td>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. (aligned to Rise Keys 1 and 4)</td>
<td>]</td>
</tr>
<tr>
<td>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. (aligned to Rise Key 1)</td>
<td>]</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

John Adams did not receive a Quality Review for SY 17-18 but QR ratings for SY 16-17 indicate the school received a rating of Proficient both in 1.2 (Pedagogy), 2.2 (Assessment). The school received Developing ratings for both of these components in the Quality Review conducted during SY 15-16. Additionally, in SY 16-17 the school received a rating of Well Developed in several other components related to rigorous instruction: 3.4 (High Expectations), and Well Developed in 1.1 (Curriculum) and 1.4 (Positive Learning Environment).

Several years ago the school established that all curricula must be aligned with Common Core Learning Standards (CCLS), and since that time has implemented the Engage NY curricula in all subject areas in which it is available, across all grades and classes, including classes in English as a New Language (ENL) and Instructional Support Services (ISS). When an Engage curriculum is not available another CCLS aligned curriculum, such as those developed by New Visions for Science or the CUNY USH curriculum, are used in its place. An extensive system of tracking and monitoring, data analysis, interventions and inquiry, which will be discussed later in this RCEP, has been developed and implemented in order to support students and help them meet with the rigor demanded by the coursework.

The 2017-2018 school year saw a major focus placed on creating student self-efficacy and ownership of their learning. This work actually had started in SY 16-17, which emphasized providing students with student friendly actionable and
specific feedback. In SY 17-18 this was broadened to include measuring the impact of that feedback on student work and performance and also became a subject of Cabinet inquiry. As a result of that inquiry, along with data based on Advance observations, informal instructional rounds, monthly department assessments, and student focus groups, a major focus of SY 17-18 was on the use of performance tasks which result in productive student struggle, and in supporting students with strategies for approaching such tasks. This resulted from our findings that while an individual curriculum and lesson plan reflected an appropriate level of rigor, all too frequently teachers “watered down” material through actions such as excessive scaffolding, not providing wait time, giving students answers to their questions without showing them how to reach the answers themselves, etc. Just as the work from SY 16-17 was expanded in SY 17-18, the work done this year once again will be broadened to address appropriate use and removal of scaffold, strategies for multiple entry points, etc, through a focus on differentiation throughout SY 18-19.

An area of strength in our school is the use of inquiry and the monitoring and revision of systems to measure the impact of instruction and professional development. Approximately 60 teachers have received intensive training in the inquiry process, which is turn keyed to other staff members. All teachers in the four core content areas have participated in coaching and professional developed offered by coaches from the Office of School Renewal, and as was the case in SY 17-18, all teachers, counselors and APs Supervision in SY 18-19 will participate in formal inquiry work a minimum of twice per week. 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. An additional inquiry focus during SY 18-19 will be on meeting the learning needs of ENL students and will be discussed elsewhere in this RCEP.

Priority Need: Continue to work towards building a school and classroom culture of providing students with daily opportunities for productive struggle in all their classes and to differentiate instruction as a means of doing so.

<table>
<thead>
<tr>
<th>Part 2 – Summative Vision for Rigorous Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your school’s instructional focus? What is your vision for promoting the instructional focus consistently across classrooms?</td>
</tr>
<tr>
<td>Our instructional focus for SY 18-19 is as follows:</td>
</tr>
<tr>
<td>If teachers plan, implement, and differentiate lessons that meaningfully engage students in rigorous skills and content and give actionable feedback with the expectation that students will act on and revise based on that feedback, then students will develop critical thinking skills and ownership of the learning.</td>
</tr>
<tr>
<td>Based on inquiry, data analysis, and Advance reports, a determination has been made that professional development regarding performance tasks, productive struggle, and differentiation will be key aspects of our work in the 2018-2019 school year. This focus will allow us to continue to work towards embedding rigor and a sense of ownership in our students while simultaneously developing critical thinking skills, all being concepts incorporated into our Instructional Focus.</td>
</tr>
</tbody>
</table>
One of our guiding principles, and an important element of school culture, is that in order for students to learn, adults must learn as well, and this principle will continue to be the framework for consistent promotion of our instructional focus across departments and classrooms. Adult learning will be promoted through practices such as:

1.) Weekly professional development on topics aligned with our Instructional Focus.

2.) Regularly scheduled common planning time (eight times per month) during which teachers can review lesson plans, analyze student work, and share best practices.

3.) Teacher text based discussions on professional topics.

4.) ENL and ISS teachers will participate in content area PD, in order to share best practices with General Ed teachers and in return become familiar with Regents and content area requirements.

Outside the individual classroom, at the larger department and school wide levels, all required curricula in the four core content areas (English Language Arts, Math, Science, and Social Studies) is based either on the appropriate NYS Engage curriculum or a similar standards based, such as designed by New Visions or CUNY, when available. This curricula is designed to align with the engagement and rigorous aspects of our instructional focus, while a series of scaffolded supports such as the WIT help students meet the levels of rigor involved while simultaneously developing their critical thinking skills, another key aspect of our instructional focus. Departments have built into their pacing calendars and/or unit plans opportunities for students to formally revise their work based on actionable feedback received from teachers. Consistent use of strategies such as these raised our Quality Review Rating for component 2.2, Assessment, from developing in SY 15-16 to proficient in SY 16-17.

Taken together, these structures and strategies-for student assessment and ownership of their own learning, providing a rigorous curriculum, creating opportunities for students to act on feedback and revise their work and ultimately to assess and take ownership of their own learning-have become an essential part of our school culture, and the expectation is that at the start of SY 18-19 they will be reviewed and revised in response to end of SY 17-18 data. In addition, expanded learning time will continue to provide both students and staff with opportunities to continue building 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.)

How will you implement a standards-aligned curricula that meets the needs of your diverse learners, including ELLs and SWDs?

We recognize that our students come to us with a wide range of personal, academic, social-emotional concerns and represent a wide range of diverse cultural heritages. By way of background, the Engage NY curricula is used in all of our ELA and Math classes, included ISS and ENL classes. In order to meet these needs we have introduced a broad range of academic and social/emotional initiatives so that students will be supported in meeting the accompanying rigor demanded by this curricula. To provide context it should be noted that Engage ELA and Math units are used in all classes in those departments, including all ISS and ENL classes (and hence the upcoming emphasis on differentiation as a means of continuing to support students in meeting rigorous standards). For those subjects in which Engage is not available a New Visions based, or in the case of USH, CUNY based curriculum, is used.

Our initiatives will be discussed in more depth in other sections. However, academic needs are met through use of the WIT program, both teacher and student facing trackers used in individual classes, an in-house developed IEP tracker
(the IEP at a Glance), and instructional strategies designed to engage students with their learning and provide them with appropriate and actionable feedback. This latter component has expanded successfully over the past two school years so that students became more directly aware of their own individual goals and learning gaps; the strategies chosen were based on a vision of students being better able to explain what it is they are being expected to learn and to do, how a particular activity in which they are engaged assists them in doing so, and how that is enabling them to reach their learning goals. These existing practices will be built upon over the course of SY 18-19; for example, student facing trackers will be revised to include an opportunity for them to choose their own individualized goals in addition to the skill and content goals of the unit, and a new EDAT @ a Glance, modeled on the demonstrably successful IEP @ a Glance, will be launched.

Personal and cultural needs requiring support for successful implementation of the Common Core to occur are addressed through structures and programs such as PBIS, Small Learning Communities, and our school based health clinic, as well as through what will be an increased focus on cultural diversity during the 2018-2019 school year.

<table>
<thead>
<tr>
<th>What is your vision for ensuring that all student have access to rigorous coursework that moves them towards career and college readiness? How will you support the personal and academic skills, habits, and behaviors needed for students to be career and college ready?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In recognition of the fact that students must develop skills which allow for success in college and career but that the path to this readiness will be different for different students, we have developed a variety of course offerings designed to support students in this respect, and have been working towards spreading instructional shifts to support this throughout all of our classes.</td>
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</table>

Over the course of the past several years we have instituted a number of new courses and programs, including Junior Airforce ROTC, additional College Now classes, block scheduling for all students taking Global History and for those students whose data indicate would benefit from it in other targeted courses, and specialized classes for students who have not yet passed a Regents, or who passed it but not with a grade indicative of college readiness. In addition, we became an official IB (International Baccalaureate) school in September 2016, allow all interested students to register for Advanced Placement classes, participate in the Co-Op Tech program, received CTE recognition for our Law program and are working towards recognition for our Virtual Enterprise and EMT programs. We received approval for our IB program to become a screened program starting in SY 17-18, and redesigned two of our SLCs, based on student and parent feedback received at events such as high school fairs and the Community School Forum; our Environmental SLC became the screened Future Educator Academy, while the Medical and Fitness SLC transitioned into Pre-Med. Additional programs will be implemented in SY 18-19, with examples including a Connect to College program offered through Queensborough Community College and, reflecting our participation in the College Access for All program, ninth grade students will be programmed for a course designed to prepare them for college and college readiness.

Regardless of the particular class, high expectations for students and staff alike are becoming more and more a part of school culture and are reflected in instructional shifts. For the past four years we have looked at instruction through the lens of meaningful student engagement, and in recognition of the instructional shifts required of the Common Core, data analysis, and the creation both of district and school initiatives, have expanded it to its present formulation. Building upon the SY 16-17 instructional shifts of providing students with clearer, specific, and actionable feedback so that they can become supported in understanding and acting upon it, SY 17-18 added a particular focus on performance tasks and productive struggle, and SY 18-19 will continue this emphasis and use feedback to students and learning gaps identified both on monthly department assessments and teacher facing trackers, among other things, as a framework on which to increase differentiation.

<table>
<thead>
<tr>
<th>How do you envision embedding the elements of culturally responsive instruction and how will you know that implementation is successful?</th>
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</thead>
<tbody>
<tr>
<td>Culturally responsive instructional and pedagogical practices to be used during SY 18-19 will include:</td>
</tr>
</tbody>
</table>
1.) Expanding the Engage NY curriculum with the works of culturally diverse writers.

2.) Using our library data base of articles/journals to supplement classroom texts with diverse viewpoints and experiences.

3.) Linking each content unit to an Essential Question which, when answered, will allow students to bring their own viewpoints, experiences, and backgrounds into their answers.

4.) The school will continue to host an annual Multicultural Festival.

5.) Planning lessons which allow for multiple entry points to allow for increased student choice.

6.) Holding student focus groups to gain insight into what students themselves would find responsive.

What is your vision for the use of a comprehensive assessment strategy (diagnostic, formative, benchmark, and summative) to drive curricular, instructional, and organizational decisions that impact student outcomes?

While not specifically mentioned in our Instructional Focus, assessment underscores almost all aspects of it. Meaningful engagement provides an opportunity to assess student learning; assessment must occur in order to determine whether content is at a sufficient level of rigor; decisions regarding the impact of instructional strategies and scaffolds cannot be made without valid assessment; and feedback to students is meaningless without an assessment of its impact on student revision and learning. In recognition of the importance of (valid) assessment (and using assessments to drive data based instruction and decision making), John Adams has developed a comprehensive assessment strategy which drives our curricular, instructional, and organizational decisions so that every decision made promotes positive student outcomes.

One important component of our assessment practices is our monthly department assessments, given in all four core content area and ENL class culminating in either the Regents or LOTE (Language other than English) exams. These assessments are cumulative, serve both a formative and summative purpose, and are deeply embedded with our inquiry work.

Monthly assessments are summative in that they assess student learning from the start of the school year to the point at which they are administered each month. Teachers analyze the results and determine which skills and content both the class as a whole and individual students have mastered, and where learning gaps still exist. Instructional strategies then are shared during department CPT (common planning time) meetings, and teachers implement these strategies into their planning and instruction. The following month's assessment contains both material taught since the time of the last assessment as well as questions based on learning gaps identified in the earlier assessments, to determine whether the strategies utilized have been successful. Assessments are formative in that analysis of what was learned and what was not then serves as a basis for what must be incorporated into future lessons. All of this data is placed into a Google based template, providing transparency for teachers and administrators alike. Assistant principals use this data when conducting professional development, observations, or other interactions with teachers, and the transparent nature of the template allows teachers to determine whether there are colleagues meeting with success whose classes they would find it beneficial to visit.

WIT centered inquiry, also conducted during department CPT, serves as another form of assessment. During this time teachers review student work to assess the impact of WIT strategies not just on writing but on vocabulary development and content knowledge as well.

During the past two school years we introduced and then solidified additional components of our overall assessment strategy. The first of these consists of two separate sets of skills and content trackers, one teacher facing and the second student facing. Both of these consist of skills/vocabulary/content that must be taught and learned over the course of an individual unit, and use of the trackers allow both teacher and student to measure progress, identify areas of strength,
and target areas needing additional supports. Starting in the 2018-2019 school year we will move to the next step with these trackers, using the teacher facing one to help promote differentiation and the student facing one to enable students to measure their own progress, identify individual goals, and develop increased ownership of their learning.

Assessment can be conducted in numerous ways and, outside of the formal systems described above, we also have conducted assessment through the use of student focus groups. These groups are designed to provide staff and administrators insight into student perceptions of the utility and helpfulness of our various structures; for example, during SY 17-18 focus groups gave their thinking on the quality of feedback from teachers and the types of feedback, activities, notes, etc, they found most helpful. These topics were selected in part due to a perceived need arising from Cabinet inquiry (i.e., the alignment between the Instructional Focus, planning, and classroom instruction). While the student focus group topics for SY 18-19 have yet to be determined, one potential topic would be the impact of our efforts to increase the types and quality of differentiation.

How do you envision differentiating teacher professional learning opportunities to support instructional foci, meet students’ unique needs and advance culturally responsive education in your school?

As previously stated one of our core beliefs is that in order for students to become learners adults must become learners as well. Since adults, like students, come to their learning from different places and with different skills, capacities, and knowledge it is important that, as is the case with student learning, adult learning be differentiated as well. In recognition of this fact differentiated professional learning opportunities at John Adams take a number of different forms, including:

1.) Presentations conducted by our team of Peer Collaborative Teachers (PCTs). These workshops focus on needed topics identified by a variety of data points, such as teacher surveys, incident reports, academic data, inquiry, and observation reports and address a range of topics, such as lesson planning, student assessment, classroom management, team teaching, data analysis, and differentiation. Workshops are provided throughout the day, with teachers choosing which ones they believe are most relevant to them.

2.) Our PBIS team conducts workshops designed to assist staff in recognizing and support student social-emotional needs. Typical topics include bullying, LGBTQ concerns, and social media misuse.

3.) Our school has an extensive mindfulness program, with teachers receiving PD on student stress, text anxiety, signs of depression, and causes of acting out. Our meditation room is used for a variety of programs throughout the day, including mindfulness classes and workshops for students identified as at risk.

4.) Like the PCTs, the UFT Teacher Center conducts a series of workshops and professional development programs, typically centering on school initiatives and instructional strategies. As with the PCT workshops teachers choose those of relevance to them.

5.) Department common planning time is structured to allow opportunities for General Education, ENL, and ISS teachers to interact with each other to promote shared knowledge regarding content and skill requirements, and strategies to enable all students to master those requirements.

6.) Department intervisitations, conducted on our Friday teacher collaboration days, allow teachers the opportunity to visit colleagues' classes to see the implementation of a variety of strategies and initiatives, some school or department based and others unique to the teacher being visited.

7.) Departments often use professional development days for teacher led presentations typically centering on data analysis, steps taken to close learning gaps, and the impact of this work.
8.) Our model teachers make their classrooms available to those interested in seeing the implementation of topics typically addressed during PCT or UFT Teacher Center workshops.

9.) Our CBO, Global Kids, runs programs on increasing student attendance and the culture of those countries from which we receive large numbers of students.

**Part 3 – Annual Goal**

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Rise Benchmarks.

By June 2019 credit accumulation will increase by 1 point over June 2018, to be measurable by the average number of core credits earned by Cohorts X, W, and V.

**Please answer the following Question as it relates to meeting your Rigorous Instruction Annual Goal:** Which school benchmarks do you expect will improve by meeting your Rigorous Instruction Annual Goal?

<table>
<thead>
<tr>
<th>Progress Toward Graduation-Years 2 and 3</th>
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</thead>
<tbody>
<tr>
<td>College and Career Preparatory Course Index</td>
</tr>
<tr>
<td>Regents Completion Rate</td>
</tr>
<tr>
<td>College Readiness Index</td>
</tr>
</tbody>
</table>
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>ELA/ENL/ ISS/ Math/Sci/ ISS Depts</td>
<td>Regents Completion Rate College Readiness Rate College and Career Prep Course Index</td>
<td>9/2018-6/2019</td>
<td>Principal, APs, teachers who received NYSED Engage PD, PCTs</td>
<td>Increase in student performance on monthly department assessments and student scholarship.</td>
</tr>
<tr>
<td>In order to promote rigor and support students in productive struggle and ownership of their learning a pacing calendar for the withdrawal of scaffolded WIT supports will be developed. Additionally, multiple entry point access points will be created so that students have strategies for approaching rigorous tasks.</td>
<td>ELA/ENL/ ISS/ Math/Sci/ SS Depts</td>
<td>Progress Toward Graduation Years 2 and 3 College Readiness Rate College and Career Prep Course Index</td>
<td>9/2018-6/2019</td>
<td>Principal, APs, WITs trained staff, PBIS team</td>
<td>Student work will show evidence of the incorporation of WIT strategies even as WIT supports are withdrawn. Students will be able to explain how they will approach rigorous tasks.</td>
</tr>
<tr>
<td>Inquiry will continue to be a central component of content area professional</td>
<td>ELA/ENL/ ISS/</td>
<td>Progress Toward Graduation Years 2 and 3.</td>
<td>9/2018-6/20189</td>
<td>Principal, APs, SAM cohort, directors, WITSI trained staff</td>
<td>Inquiry will lead to an increase in student</td>
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</tbody>
</table>
development, and will be used to target the specific attendance, academic and social/emotional 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. Templates have been created to monitor interventions provided and monitor impact.

<table>
<thead>
<tr>
<th>AP ISS</th>
<th>ELA/Math/Science/SS Depts</th>
<th>Progress Toward Graduation Years 2 and 3</th>
<th>College Readiness Rate</th>
<th>Regents Completion Rate</th>
<th>9/2018-6/2019</th>
<th>AP ISS and teachers</th>
</tr>
</thead>
</table>

AP ISS will meet regularly with ICT teacher teams to plan lessons that effectively scaffold content area curricula in order to improve instructional outcomes for special education students.

**4b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The school and CBO will seek input from the SLT, PA, and Parent Coordinator for best practices to engage parents in their understanding of rigorous instruction and how the home and school together can collaborate to support children. The CBO will take the lead in seeking input and following up, while the school will provide information related to curricula, graduation requirements, etc. The tentative timeline is as follows:

August 2018: Orientation for incoming students and their families
September 2018: Community Night; Lead, CBO First SLT Meeting, Lead: SLT Chairperson First PA Meeting, Leads: PA President, Parent Coordinator

October 2018-December 2018: Ongoing monthly SLT and PA meetings. CBO engages parent members to solicit suggestions, select priorities, and implement. Principal and Assistant Principals provide information regarding school goals and progress. CBO and Parent Coordinator develop workshops based on parental input. Small Learning Communities provide opportunities for parents to meet with the SLC team and review student progress.

January 2019: The school and CBO analyze steps undertaken assess their impact, and revise as necessary.

February 2019-June 2019: TBD; plan dependent on results of January analysis.

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, lead CBO’s community school budget, FSC Supports, etc.

Resources to be leveraged include outside instructional coaches, department common planning time; SLC common planning time; weekly professional development meetings; AP inquiry meetings.

Resources to also be used in order to support our growing CTE, IB, and STEM programs. We will need professional development, instructional supplies, and equipment in order to provide sufficient resources for these programs.

Funds will also continue to be allocated in order to brand our two new SLC's as explained above. Our JROTC program moving into its fourth full year, will be funded to support new activities such as drill team events.

Students will have the opportunity to become certified in a number of different computer applications as we purchased the Certiport exams. Additionally, The school funds the Virtual Enterprise program.

Finally, the school will be funding the building of a court room within the school in order to help advance our CTE certified Law program and have a space to implement a youth court which will be discussed later on.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
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<tr>
<td>Title I 1003(a)</td>
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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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By Feb. 2019 credit accumulation will be at least 1 point higher than it was in Feb. 2018, as measured by the overall number of credits earned by content area.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

Progress will be monitored through growth demonstrated on monthly benchmark assessments comprised of course required skills and content. These benchmarks are cumulative throughout the year, are aligned with course content and Regents questions, and are used as predictors for success in the course and Regents.
Part 6c. In February 2019, 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

### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>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. (aligned to Rise Key 4)</td>
<td></td>
</tr>
<tr>
<td>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. (aligned to Rise Key 4)</td>
<td></td>
</tr>
<tr>
<td>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. (aligned to Rise Key 5)</td>
<td></td>
</tr>
<tr>
<td>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. (aligned to Rise Key 5)</td>
<td>X</td>
</tr>
</tbody>
</table>

### Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What policies, practices, and structures are in place to ensure you are supporting the whole child?
5. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

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

The Positive Behavior Interventions and Support (PBIS) program operates from the understanding that behavioral and academic concerns oftentimes are interrelated, and thus uses a two-pronged approach that addresses the needs of the whole student. At John Adams, a specific communication system was created, centered on 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 the school is building a positive, supportive community, and plays a key role in facilitating data inquiry, which in the case of PBIS relates to topics such as attendance and family engagement. As one of the very small number of large comprehensive high schools to be implementing PBIS, John Adams has been named a PBIS model site by the Department of Education, has hosted numerous schools seeking to implement programs of their own, both from within and outside the DOE, and is a past recipient of the citywide award from the Office of School Wellness for the work being done. In SY 17-18 there were 35 Superintendent Suspensions. In order to continue to
reduce suspensions, provide additional social/emotional supports to at-risk students, and foster a supportive, rather than punitive school environment, SY 18-19 will see the implementation of restorative justice programs and structures.

In order to continue this work in SY 18-19 John Adams has applied for and received several grants and/or partnerships. These include the Upward Bound program at St. John's University, the Learn 2 Breathe program, and a project to be conducted with the Psychology department at Hunter College. In addition, the school will be participating in the NYS Mentoring Program, conducted through the Office of Children and Family Services. Also important will be continued outreach to families, and strengthening the role and presence of Global Kids, our CBO. New for the current school year is our partnership with Ramapo House for Children, which is training interested staff members in restorative circle practices as well as restorative justice in general. This partnership was created in response to the increase in suspensions SY 17-18 over the previous year. A deeper analysis revealed that a significant part of this increase was due to repeat offenders, leading to a determination that new approaches must be taken in supporting these students. Staff members then will turn key their learning to other staff. Restorative programs are the outgrowth of a data

Priority Need: Continue to systematically promote a vision for social and emotional developmental health that is connected to data and learning experiences and results in creating a safer and healthier environment for families, staff, and students.

Part 2 – Summative Vision for Supportive Environment

What is your vision for a supportive school environment? How will you, in partnership with each CBO and families, enact your vision?

For the past several years John Adams has placed a strong emphasis on changing school culture from that of a punitive environment to one which supports the academic, social, and emotional needs of students, families, and staff members, and we have been successful in doing so. For example, the SY 16-17 Quality Review rates us "Well Developed" with respect to a positive learning environment and "Proficient" in high expectations; additionally, in June 2017 we received an award from the Office of School Wellness for our work in these areas. Our goal in SY 18-19 is to review the impact of our systems, implementing new ones when necessary, in order to maintain our well developed rating and move our proficient in high expectations to well developed.

Our vision of a supportive school environment is one in which all members of the school community not only feel supported, but, in fact, actually are in a way which has a positive impact. Our designation as a Community School provides a pathway for those supports in that students receive health (physical and mental) supports and benefit from an array of programs and organizations working in the building, our CBO currently being Global Kids. Working with and through our CBO, and through separate school based programs, we envision supports in SY 18-19 to incorporate the continuation of the following:

1.) Our CBO, 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 our CBO works closely with our Parent Coordinator to provide outreach to parents and provide workshops based on parent interests. Currently we are seeking to obtain funding to continue Urban Arts for SY 18-19.

2.) John Adams Student Government meets once a week to discuss various student activities and student issues at our school. The Principal 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.

3.) John Adams is entering its fifth 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.

4.) 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.

5.) 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.

6.) 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.

7.) Our teacher-led PBIS committee allows for not only the creation and maintenance of a supportive environment but provides a strong framework for teacher collaboration and community building. PBIS has become a cornerstone of our school renewal efforts. It has been used as a framework for directly impacting behavioral and academic issues among students. This includes; student led mediation classes, student advisory, peer mentoring, staff mentoring, check in check out, targeted tutoring/inquiry, counseling, mental health assessments, professional development for students and staff community building events and other supports for promoting desired behaviors. During the last three years these efforts resulted in an almost 50% decrease in superintendent suspensions, a 2.5 increase in attendance, and a sustained increase in parent participation in events such as PA meetings. As a nationally recognized PBIS school we will continue in SY 18-19 to support crucial concerns such as student social/emotional health, emotional regulation, classroom management, and parent engagement. PBIS will be expanded to build upon the structure for Chancellor’s initiatives such as restorative justice. In order to further design our school as a true Community School and recognize the importance of addressing student social/emotional needs our guidance and security departments will follow the PBIS framework; we will be supported in this work not only by PBIS but by our CBO as well.
8.) Teachers play various roles in order to support these various aspects of student success, including SLC directors, Deans of Student Life, and a lead Guidance Counselor.

In SY 18-19 the following new programs/strategies will be implemented:

1.) We are beginning a new neuroscience track program in our new Pre-Med Small Learning Community. Neuroscience will encompass research, biofeedback, and virtual reality units, all designed to help students practice coping strategies when dealing with stressful situations.

2.) We have developed a partnership with Hunter College. Through its Psychology Department, our science research class will receive support with creating apps to improve stress management skills. Students also will visit the Hunter College psychology labs and be afforded the opportunity to present their findings at a relevant professional association conference.

3.) A renewed partnership with the "Changing Minds Program" will continue to allow us to bring in a consultant that will blend meditative practices both for students and parents with film making. The consultant will work with our Administrative Staff to review and edit the film material gathered last year. This will culminate in a final film production documenting social, emotional, behavioral, and academic initiatives surrounding the neuroscience pathway.

4.) The $250,000 grant obtained through collaboration with St. John's University will enter year two implementing an after school and Saturday program that incorporates meditation, tutoring, and cycling into the curriculum. A component program, Cycle Smarts, will incorporate bicycle skills via Physical Education classes and will include a literacy, science, and math component.

5) A relationship with Mndfl ED, a CBO supporting meditative practices will commence and be used to add expert teaching to the existing curriculum.

6) The relationship with Ramapo for Children will enter year two focusing on school-wide Restorative Justice practices and circles.

7) A CBO (Global Kids) and school staff member jointly attended a week long training program in mindful education practices. Both staff and students will receive turnkey training to enable them to become more mindful of teaching and learning.

Describe your plan to implement a culture of trust and high expectations for teachers, students, families and community partners.
A culture of trust and high expectations is dependent on a number of factors, such as transparency, communication, honest feedback, professional learning, and support. At John Adams we will continue to create this type of culture through:

1.) Use of our PBIS and Rack ‘em Up system, which recognizes all members of the school community who have evidenced support or assistance towards one another and/or school goals.

2.) Student focus groups, held at the school, department, and SLC levels.

3.) Supporting adults' professional learning, through school structures such as intervisitations and teacher led workshops, and through supporting their outside learning as well.

4.) Implementation of our restorative justice program in SY 18-19.

5.) Department representation at administrative/cabinet meetings, in order to gain further insights, suggestions, and feedback.

6.) Continued outreach on the part of the CBO to families and the community.

Who are your CBO partners? How will each CBO sustain and support the social-emotional and academic growth of your students?

<table>
<thead>
<tr>
<th>CBO Partner</th>
<th>CBO Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Kids</td>
<td>Attendance/AIS</td>
</tr>
<tr>
<td>Global Kids</td>
<td>At risk students</td>
</tr>
</tbody>
</table>

How will you, in partnership with your CBO, create a supportive and engaging environment for your students’ families?

1. There are multiple avenues by which partnering with Global Kids will help create a supportive environment and engagement for John Adams families. We will work with Global Kids to build a strong Community School Team that will be sure to include parent leaders. As part of this collective, members will engage in decisions and actions that will strengthen the school environment and build relationships with community establishments so as to bring in more resources to our students and families.

2. The lead CBO will work closely with the Parent Coordinator and PTA board in engaging more families in order to increase attendance at Monthly PTA meetings, school events/meetings and opportunities in the community. Global Kids will strategize alongside the PTA with how to recreate the monthly meetings so as to create a more dynamic setting that will incentivize family attendance. This will include re-engaging our alumni parents to speak with current parents/families in the school who have seniors who are college bound. We will also re-strategize the way in which we outreach to parents about PTA meetings. This may include door-to-door visits or sending newsletters home, as well as promoting PTA meetings at school-wide events such as Open House and Freshmen Orientation.

3. The lead CBO partners with each SLC to support their attendance inquiries. Since May 2016, the lead CBO has engaged with at least 25 families to offer additional supports to students whose attendance is considered chronically absent or at-risk of becoming chronically absent. In SY 2018-2019, each SLC will continue our past practice of conducting
ongoing gatherings for parents to attend; Global Kids staff will work with SLC directors in creating agendas, outreach and facilitating these meetings.

4. Community School Events such as Family Night and the Community School Forum are aimed to engage John Adams families in getting to know one another, as well as to create a space for the school to hear from them in how they think the school can continue to grow. Coordination efforts for both of these events are spearheaded by the lead CBO.

5. Through the lead CBO, a partnership was started with Action NYC, an organization that offers legal immigration consultations and services to students and families. Action NYC conducted screenings with 37 John Adams students/families to determine whether legal support could be offered. The resource was well received and we are looking to continue the relationship in SY 2018-2019.

6. The Office of Community Schools assigns a Family Outreach Specialist to each school site. The school and lead CBO intends to use our Family Outreach Specialist as a resource to bring in leadership development workshops for parents who will be identified as leaders in our school.

7. During SY 2017-2018 the Parent Coordinator brought in a community resource who conducted weekly workshops for parents that touched on the subjects tax preparation, professional development and computer skills. Community school funds were used to pay for the facilitator and we plan to support different aspects of this initiative in SY 2018-2019.

What essential questions, or key themes, will be explored by all staff and students that acknowledge and celebrate the culture and heritage of the student body?

At the June 2018 Chancellors’ Day faculty conference the concept of culturally responsive education was introduced to staff. During the 2018-2019 school year John Adams intends to take a two pronged approach to this.

1.) One key theme will be to promote a sense of efficacy among all students. A major way we will do this will be to continue to ensure that our instructional focus is implemented fully, across all departments and classrooms, for one key aspect of our focus is the development of this self-efficacy. Many of the strategies addressed in other sections of this RCEP, such as student facing unit trackers, providing students with actionable feedback, the use of intervention tasks, and student focus groups, work towards this goal. Students need to develop not only the skills, but the confidence, as well, to know that they can approach rigorous tasks successfully, and succeed once they leave high school.

2.) Two of the major goals of our PBIS program is to make the school more welcoming and to be more mindful of what we do and how we treat one another; this is in natural alignment with acknowledging and celebrating students’ culture and heritage. This will be done in various ways, such as the acknowledgement of culturally important events through announcements, banners, etc; continuation of our annual Multicultural Celebration; school/family/community events sponsored by our CBO; and inviting representatives from local cultural groups to speak at or organize school events.

What evidence will you use to gauge the impact of your plan to create a positive school environment?
Data points which will serve as evidence of impact will include attendance, incident reports, student focus group feedback, input from the PA and SLT, and credit accumulation.

Part 3 – Annual Goal

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Rise Benchmarks.

By June 2019, the John Adams High School Community will collaborate through monthly attendance meetings, systems, and strategies to provide and increase social/emotional supports as measured by a .5 increase in attendance.

Please answer the following Question as it relates to meeting your Supportive Environment Annual Goal:
Which school benchmarks do you expect will improve by meeting your Supportive Environment Annual Goal?

Student Attendance
Progress Toward Graduation-Years 2 and 3
Regents Completion Rate
College Readiness Rate
**Part 4 – Action Plan**

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic, attendance, and suspension data will continue to be analyzed to identify specific students and/or subgroups in need of support from PBIS and Global Kids.</td>
<td>Students at risk for attendanceacademic, and social emotional behaviors.</td>
<td>Student Attendance Progress Toward Graduation Years 2 and 3</td>
<td>9/2018-6/2019</td>
<td>PBIS team, CBO, Office of School Renewal, Principal, PBIS Team, BIP Team, PPT, ISS teachers, Global Kids, Parent Coordinator, Attendance Office</td>
<td>Increase in attendance. Decrease in referrals Increase in student scholarship and monthly department assessments</td>
</tr>
<tr>
<td>We will expand existing social/emotional support programs such as mindfulness and restorative justice while implementing new programs in conjunction with partners such as St. John's University Upward Bound and Learn 2 Breathe.</td>
<td>Educators</td>
<td>Student Attendance Progress Toward Graduation Years 2 and 3</td>
<td>9/2018-6/2019</td>
<td>Office of School Renewal, Principal, PBIS Team, BIP Team, PPT, ISS teachers, Global Kids, Parent Coordinator, Attendance Office</td>
<td>Increase in attendance Decrease in referrals Increase in student scholarship and monthly department assessments</td>
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</tbody>
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**Academic, attendance, and suspension data will continue to be analyzed to identify specific students and/or subgroups in need of support from PBIS and Global Kids.**

**We will expand existing social/emotional support programs such as mindfulness and restorative justice while implementing new programs in conjunction with partners such as St. John's University Upward Bound and Learn 2 Breathe.**
We will work with the Hunter College Psychology Department to identify the impact of meditation and mindfulness programs on student and staff stress levels, as well as on academic progress and behavioral referrals.

Parents and families

Student Attendance Progress Toward Graduation Years 2 and 3
Regents Completion Rate
College Readiness Rate

9/2018-6/2019
Meditation teacher, AP Guidance, PBIS coordinator.
Increase in attendance.
Decrease in referrals
Increase in student scholarship and monthly department assessments

We will continue to expand staff usage of Kinvolved while simultaneously work with Global Kids and our Small Learning Communities to recognize and reward student attendance.

Students

Student Attendance Progress Toward Graduation
Regents Completion Rate

9/2018-6/2019
Principal, PBIS Team, PPT, ISS teachers, CBO, Parent Coordinator, Attendance Office, Staff.
Increase in attendance
Decrease in referrals
Increase in student scholarship and monthly department assessments

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

The school and CBO will seek input from the SLT, PA, and Parent Coordinator for best practices to engage parents in their understanding of a supportive environment and how the home and school together can collaborate to support children. The CBO will be take the lead in seeking input and following up, while the school will provide information related to curricula, graduation requirements, etc. The tentative timeline is as follows:

August 2018: Orientation for incoming students and their families

September 2018: Community Night; Lead, CBO First SLT Meeting, Lead: SLT Chairperson First PA Meeting, Leads: PA President, Parent Coordinator

October 2018-December 2018: Ongoing monthly SLT and PA meetings. CBO engages parent members to solicit suggestions, select priorities, and implement. Principal and Assistant Principals provide information regarding school
goals and progress. CBO and Parent Coordinator develop workshops based on parental input. Small Learning Communities provide opportunities for parents to meet with the SLC team and review student progress.

January 2019: The school and CBO analyze steps undertaken assess their impact, and revise as necessary.

February 2019-June 2019: TBD; plan dependent on results of January analysis.

Part 5 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, lead CBO’s community school budget, FSC Supports, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leverageable resources include the use of social/emotional school based mentors and support teams, as well as our partnership with our CBO, Global Kids, and the School Based Health Clinic sponsored by Northwell/LIJ. Instructional resources include a mindfulness/meditation program. AIDP funding will be used to support after-school intervention and outreach to be provided by teachers, attendance teachers guidance counselors, and school aides working 8 hours/week.</td>
</tr>
<tr>
<td>Resources will also be allocated in order to ensure access to PBIS data on Google applications. A sufficient number of updated computers must be available to staff members in order to analyze PBIS data and to log an pertinent information of their own. By student request we have a new Mac Photo Lab as part of our Fine Arts program.</td>
</tr>
<tr>
<td>Funds will be allocated for tutoring and other academic supports as directed by the grant that the school received. Funds will also be allocated for workshops and other supports in the 2Breathe program. The school will continue to allocate funds in support of the growing PBIS program through professional development and supplies.</td>
</tr>
<tr>
<td>Funds will also be allocated to pay staff members to attend/chaperone the Freshmen Orientation, Open House, High School Recruitment Fairs, parent information nights, and parent education workshops.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>Title I 1003(a)</td>
</tr>
</tbody>
</table>

Part 6 – Progress Monitoring

<table>
<thead>
<tr>
<th>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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the Fall 2018 semester (ie, by Feb. 1, 2019), attendance will be .5% higher than it was at the end of the Fall 2018 semester, as measured by official DOE attendance reports.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 6b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily, weekly, and monthly attendance data.</td>
</tr>
</tbody>
</table>

| Part 6c. In February 2019, 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

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <em>(aligned to Rise Key 2)</em></td>
<td></td>
</tr>
<tr>
<td>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. <em>(aligned to Rise Key 1)</em></td>
<td></td>
</tr>
<tr>
<td>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. <em>(aligned to Rise Key 4)</em></td>
<td></td>
</tr>
<tr>
<td>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). <em>(aligned to Rise Key 3)</em></td>
<td>X</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g., NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

John Adams received a preliminary rating of "Well Developed" in 4.2 (Teacher Teams and Leadership Development) in the Quality Review for SY 16-17.

Formal, structural opportunities for collaboration are provided through common planning time and professional development days. Departments meet for professional development once per week, and for two days on alternate weeks, with the off weeks used for SLC common planning. Additional collaboration occurs during the weekly Teacher Collaboration Day, at which point teachers choose from a menu of activities, such as visits to WIT Learning Labs (demonstration classrooms for modeling of WIT strategies), participation in the PBIS Committee, attending workshops in the UFT Teacher Center, participating in PCT led workshops, or intervisitation of content area classes. All of this collaborative work is tracked on a google based document, providing transparency regarding areas of teacher interest and both self identified need and needs identified by the administration. The google template also is used to indicate the next steps classroom visitors and workshop participants will bring into their own instruction, as well as to track the impact of these steps. This overall framework for teacher collaboration thus allows for equal measures of content and interdisciplinary planning, addresses school wide areas of instructional focus while also allowing for teacher choice, monitors informal participation and selection, promotes reflection in the self-determination of next steps, and promotes accountability. Additionally, short term and long term impact can be measured through formal and informal observations, the review of student work conducted during inquiry, closing skill/content gaps as measured by monthly assessment and semester credit accumulation, and Regents passing and graduation rates. Inquiry work will continue to be supported by the data team, which will analyze data by cohort and subgroup to assess the progress made by each, determine patterns, if any, and to work with counselors, department APs, PCTs, and SLC directors in targeting high leverage students. Our data team also will continue to work with the testing coordinator, program chair, assistant
program chair, and guidance counselors to ensure that students are programmed for the Regents in such a way to maximize not only graduation, but college readiness as well.

In order to promote not just collaboration, but meaningful and effective collaboration, teachers (in fact, all staff members), have access to high leverage data points which closely measure the correlation between types of attendance outreach made and actual attendance, the monthly progress made in closing identified gaps, and the impact of PBIS interventions on students needing social/emotional supports, among others.

Our priority in SY 18-19 will be to continue a fuller integration of General Education, ISS, and ENL teachers in order to better provide additional opportunities for planning and collaboration, increase familiarity with content requirements (for ENL and ISS teachers), expand the menu of instructional strategies, particularly for differentiating instruction, strengthen team teaching pairs, and ultimately, improve instruction and student outcomes.

### Part 2 – Summative Vision for Collaborative Teachers

<table>
<thead>
<tr>
<th>What is your vision for collaborative teaching?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration is not something that should be viewed as limited to co-teaching teams or to members of the same department. Simply put, our vision for collaborative teaching is that teachers, and, in fact, all staff members, will work together to implement the goals put forth in our instructional vision. The high degree of collaboration necessary to achieve this necessitates, among other things, planning, teacher intervisitation and feedback, data analysis, creation of common assessments, analysis of student work and feedback provided to such, and measuring the effectiveness and impact of this work.</td>
</tr>
</tbody>
</table>

Our school is structured so that teachers have opportunities for collaboration at the department level, grade level, and through interdisciplinary SLCs. All teachers participate in the inquiry both at department and SLC common planning meetings; these meetings occur twice per week and alternate between department week and SLC week (it should be noted that department based professional development occurs one day every week). Whether at the department or SLC levels inquiry is supported not just by assistant principals, but by teachers who have received training to act as inquiry facilitators; this training may have been received in a variety of settings, such as the CLASS program, UFT Teacher Center, as a PCT or model teacher, or through school based professional development. While not every teacher has been trained as an inquiry leader, virtually every teacher and counselor is engaged in one or another type of inquiry on a weekly basis, with department inquiry focusing on academic issues through the formulation of a department based problem of practice, while SLC inquiry typically focuses on topics such as attendance and outreach.

Our school wide instructional focus incorporates the major elements of effective instruction, such as meaningful engagement, rigor, actionable feedback, revision based on that feedback, and the development of student self efficacy. Our instructional focus also is aligned with the Danielson rubric, with a particular emphasis on components 1e, 3b, 3c, and 3d, for it is these components which underlie the expectations of what effective unit and lesson plans look like, and what effective implementation looks like.

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, STEM, and an IB (International Baccalaureate) program. Due to student interest we also have reformulated two of our SLCs, with Environmental Science transitioned into a screened Future Educations community and the Health and Fitness SLC now a screened Pre-Med SLC. While these structural changes are meaningful in that they are a response to student interest, we also remember that we must maintain a constant focus on instruction. In the past such a focus centered on meaningful engagement and rigor. However, having made meaningful progress in those areas as indicated by the 2016-2017 Quality Review, our SY 17-18 focus on teacher feedback and its impact on student learning, along with the efforts to increase student efficacy, will continue, and in SY 18-19 will be accompanied by an emphasis on differentiation.

Over the past four years the school has worked towards fully implementing the PBIS program, and now has interventions and social-emotional supports for tier 1-tier 3 offenses, with those for tier 3 including an extensive wrap-
How do you envision enhancing collaboration amongst your Instructional Leadership Team to improve teacher practices and student learning?

The school instructional cabinet meets on a weekly basis to conduct inquiry regarding our own practices as well as that of teachers, and of the impact of such practice on student learning and outcomes. Our focus for SY 17-18 was on the implementation of our instructional focus on planning and instruction, and it is anticipated the focus will remain the same in SY 18-19.

One aspect of the school culture is working within a school wide problem of practice, with each department then analyzing its own work through the lens of a department based problem of practice which, if resolved, would contribute to the resolution of the school wide problem. The problems of practice generated both at the school and department levels are aligned with data points, district priorities, and the school's instructional focus, so that each team is working towards the same solution, within the same framework but from its own particular perspective. At Leadership Team
meetings assistant principals present their departments’ problem of practice and examine its relationship to the school wide problem, with updates given throughout the course of the year; the same is done at the department levels.

In addition to its alignment with data, priorities, and the instructional focus, the problems of practice also are closely aligned with the inquiry cycle, so that it becomes clear where and what learning gaps exist, what strategies and/or structures have been introduced or revised to address them, what the impact of this has been, and what next steps need to be taken, with the cycle then repeating. Throughout this process all instructional leaders are involved with cabinet based instructional rounds, sharing of best practices, data analysis, student work analysis, etc, thus promoting transparency and collaboration towards resolving the school wide problem of practice. By taking this work back to their departments and aligning it with their own department based problem of practice, teachers as well as instructional leaders are able to see school wide success and challenges and take advantage of numerous opportunities provided to working together to address needed issues.

Instructional Leadership Team collaboration also is supported through practices such as norming, joint participating in student focus groups designed to gain student insight into school wide strategies and initiatives, and department intervisitations. All of this work will continue in SY 18-19.

How do you envision collaboration within teacher teams to improve teacher practices and student learning?

Our structure provides teachers regular opportunities to work together at department, grade level, and interdisciplinary levels; this occurs during our common planning time periods which occur twice per week and alternate between department and SLCs. The specific focus of the work done within a particular team depends on the type of team, ie, content vs. interdisciplinary or grade level, but the work being done within all teams is related to the cycle of inquiry. For example, content teams typically analyze monthly department assessments and other work within that content area to identify student learning gaps (both the patterns of gaps and gaps for individual students), and identify specific instructional strategies which can be used effectively to close them while SLC based teams focus on topics such as student attendance.

During SY 17-18 the practice of department based intervisitations became embedded within the majority of core content areas. These intervisitations typically consist of 3-4 teachers who visit another teacher to provide feedback on their practice. A google based form allows teachers to log their visits, explain the feedback provided, and reflect on how the visit may lead to changes in their own instruction. The areas of focus of these visits are aligned with the instructional focus so typically are related to practice regarding assessment, rigor, engagement, feedback, or student revision. Beginning in SY 18-19 a stronger focus also will be given to differentiation.

Other school structures supporting collaboration include PCT workshops, Model Teacher classrooms, and the UFT Teacher Center. However, whether the framework is on a problem of practice as described above, intervisitations, common planning time, PCT workshops, etc, all are conducted in alignment with data based need as reflected in the district priorities and instructional focus, providing a common language and goal.

How do you envision collaboration across teacher teams to improve data driven teacher practices that result in improvement in student achievement?

What data will teachers and the Instructional Leadership Team regularly review to ensure that they are reflecting upon needed adjustments to teaching practices and meeting individual student learning needs?

<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP at a Glance/NYSESLAT at a</td>
<td>Determine whether individual and class learning gaps are being closed through strategies developed collaboratively during common planning time.</td>
</tr>
<tr>
<td>Glance/Student Trackers</td>
<td>Determine whether strategies introduced during common planning time are being implemented in planning and instruction.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Lesson plans and observation reports</td>
<td>Monitor student progress in targeted areas.</td>
</tr>
</tbody>
</table>

Describe the screening process you use to identify students who need extra help? How do you use this process to determine which intervention to provide?

John Adams has an extensive internal data tracking system. Coupled with the New Visions portal it provides specific information related to student progress, areas of need, and the impact of interventions, social-emotional as well as academic. Major steps in this process include but are not limited to:

1.) Scheduled conferences to review the New Visions sorter and identify students needing support regarding attendance, credit accumulation, and Regents passage. Targeted students are known to their teachers, SLC director, and counselor, all of whom are responsible for providing periodic updates regarding progress and which interventions they have to be effective.

2.) Monthly Regents based department assessments. These assessments are cumulative and in addition to including new content each month also include questions based on what students had the most difficulty with on previous assessments. During professional development and common planning time meetings departments analyze the data to identify questions with which students had the most difficulty, and the skill and content those questions reflect. They then develop alternate strategies for re-teaching and reviewing.

3.) Teacher facing unit trackers are developed by departments and used throughout the course of the unit to measure student progress in skills and content being taught.

Interventions are determined based upon student need as determined by assessment and analysis of skill gaps.

Part 3 – Annual Goal

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Rise Benchmarks.

By June 2019 the number of ENL and ISS students who complete 5 Regents exams with grades of 65 or better will increase by 2% over June 2018.

Please answer the following Question as it relates to meeting your Collaborative Teachers Annual Goal: Which school benchmarks do you expect will improve by meeting your Collaborative Teachers Annual Goal?

| Progress Toward Graduation-Years 2 and 3 |
| Regents Completion Rate |
| College Readiness Index |
| SED 4 Year Graduation Rate |
# Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative?(ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to promote teacher collaboration leading to instructional alignment with the instructional focus and improved student outcomes, specific school wide protocols for planning and adjusting instruction based on the analysis of student work and data will be reviewed and revised as necessary. Currently, it is anticipated that departments will meet weekly both for PD and Common Planning Time. One Tuesday per month this time will consist of joint presentations from an ENL and ISS teacher to General Ed teachers, with the following Wednesday consisting of joint planning by interdisciplinary teams of ENL, ISS, and General Ed teachers. It is anticipated that this structure will provide General Ed teachers with additional strategies for differentiation and addressing learning gaps, while simultaneously providing ENL and ISS teachers with greater</td>
<td>Dept. APs Teachers</td>
<td>Progress Toward Graduation Years 2 and 3</td>
<td>9/2018-6/2019</td>
<td>Principal APs Supervision DSR UFT Center</td>
<td>Observation reports and teacher intervisitations will reflect the use of strategies discussed during CPT There will be an increase in student scholarship and monthly department assessments</td>
</tr>
</tbody>
</table>
familiarity of content and Regents requirements, so that they may select the most appropriate texts and strategies for closing both skill and content gaps.

In order to provide teachers with regular and actionable feedback regarding alignment between planning, instruction, district priorities and the school instructional focus, APs Supervision, will participate in structured inquiry. Unlike past years, in SY 18-19 teachers and students also will be added to these inquiry teams, so that teachers whose classes are visited as part of this inquiry work may receive feedback from varying perspectives: supervisory, peer within the same content, peer from a different content area, and students. Professional development will include opportunities for teacher reflection on creating multiple entry access points and developing strategies for creating and supporting productive student struggle.

PBIS will continue to be used as the framework for establishing and explicitly teaching universal understanding of the expectations for behavior and learning for all staff and students, and Tier III interventions, piloted in SY16-17 will be expanded as well. The

<table>
<thead>
<tr>
<th>Dept. APs Teachers</th>
<th>Progress Toward Graduation Years 2 and 3</th>
<th>9/2018-6/2019</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Regents Completion Rate</td>
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<td></td>
<td>College Readiness Rate</td>
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<td></td>
<td>SED 4 Year Graduation Rate</td>
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</tbody>
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<tr>
<th>Principal</th>
<th>APs Supervision</th>
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<tr>
<td>UFT Center</td>
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<tr>
<th>Parent Coordinator</th>
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</table>

- Observation reports and teacher intervisitations will reflect the use of strategies discussed during CPT.

- There will be an increase in student scholarship and monthly department assessments.

- There will be a decrease in student referrals.
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.

| Teachers and teacher leaders will continue to be developed and empowered. Peer Collaborative Teachers (PCTs), Model Teachers, and teachers participating in the Hunter College CLASS program will serve as providers of professional development, instructional round leaders, and coaches. Major areas of focus will include data driven instruction, the use and alignment of performance tasks, and strategies for promoting productive struggle. Friday Teacher Collaborative Days will be used to provide a wide menu of workshop choices as well as other opportunities for collaboration. |
| College Readiness Rate |
| Progress Toward Graduation Years 2 and 3 |
| Regents Completion Rate |
| College Readiness Rate |
| SED 4 Year Graduation Rate |
| 9/2018-6/2019 |

| Principal |
| APs Supervision |
| UFT Center |
| CLASS Team |

| There will be an increase in student scholarship and monthly department assessments. |
| Observation reports and teacher intervisitations will reflect the use of strategies discussed during CPT. |

| awarding of RACK ‘em Ups. |
| There will be an increase in student attendance. |

| There will be an increase in student scholarship and monthly department assessments. |
avenues for collaborative work.

### 4b – Parent and Family Engagement

<table>
<thead>
<tr>
<th>How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school and CBO will seek input from the SLT, PA, and Parent Coordinator for best practices to engage parents in their understanding of collaborative teachers and how the home and school together can collaborate to support children at home and in school. The CBO will be the lead in seeking input and following up, while the school will provide information related to curricula, graduation requirements, etc. The tentative timeline is as follows:</td>
</tr>
<tr>
<td>August 2018: Orientation for incoming students and their families</td>
</tr>
<tr>
<td>September 2018: Community Night; Lead, CBO First SLT Meeting, Lead: SLT Chairperson First PA Meeting, Leads: PA President, Parent Coordinator</td>
</tr>
<tr>
<td>October 2018-December 2018: Ongoing monthly SLT and PA meetings. CBO engages parent members to solicit suggestions, select priorities, and implement. Principal and Assistant Principals provide information regarding school goals and progress. CBO and Parent Coordinator develop workshops based on parental input. Small Learning Communities provide opportunities for parents to meet with the SLC team and review student progress.</td>
</tr>
<tr>
<td>January 2019: The school and CBO analyze steps undertaken assess their impact, and revise as necessary.</td>
</tr>
<tr>
<td>February 2019-June 2019: TBD; plan dependent on results of January analysis.</td>
</tr>
</tbody>
</table>

### 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, lead CBO’s community school budget, FSC Supports, etc.

Resources leveraged include weekly AP Team meetings, department based common planning time, SLC based common planning time, and weekly after school professional development. Additional resources include coaches provided by the Office of School Renewal, the school based Peer Collaborative Teachers, and WITSI coaches to train the AP’s in WITSI.

Resources will also be directed in order to support our growing IB and STEM programs. These programs are grounded in solid research practices and therefore must be supported with sufficient research tools such as laptops, desktop computers, and printers. It is essential that these programs have the tools they need to succeed. The school also has emerging Robotics and Virtual Enterprise programs that will both receive the financial resources they need to continue their development. We are also improving on our school newspaper and purchasing an ADOBE program that will allow for a more efficient newspaper layout and improved printing of the publication.

Additionally, this equipment will also be used to promote teacher collaboration through the use of Google Drive so teachers can have share documents and work on lessons together while not in the same room. This system is also used as a way to keep students up to date on all assignments in their classes as work can be shared via Google Drive.
applications. By teacher request we have purchased video cameras so that teachers can self assess and or seek peer feedback to their lessons as part of the inter visitation program outlined above.

PBIS will be supported with resources such as staff professional development, prizes for monthly "Rack em Up redemptions" and general supplies such as colored paper for "Rack em Up tickets." PBIS will also be implementing a Restorative Justice program in which funding will be leveraged in order to train teachers in restorative practices and time will be allocated for those that are trained to turnkey to the rest of the staff. As part of the Restorative Justice program, the school will be building a court room in one of our classrooms in order to utilize a youth court.

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
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<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</table>

**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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019 the Regents passing rate will be equal to at least ½ of the total required to be earned during School Year 2018-2019 in order to meet the June 2019 Regents completion rate benchmark.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

Progress towards passing the Regents will be determined through department monthly assessments and first semester scholarship reports. The January 2019 Regents administration will assess our progress towards our June goal.

**Part 6c.** In February 2019, 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

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 (SCEP). <em>(aligned with Rise Key 2)</em></td>
<td>]</td>
</tr>
<tr>
<td>2.3  Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. <em>(aligned with Rise Key 6)</em></td>
<td>]</td>
</tr>
<tr>
<td>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. <em>(aligned with Rise Key 1)</em></td>
<td>]</td>
</tr>
<tr>
<td>2.5  Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). <em>(aligned with Rise Keys 4 and 5)</em></td>
<td>X</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

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 and during SY 16-17 administrators made significant progress regarding the type of feedback provided to staff, as evidenced by the improvement in teacher feedback to students. While John Adams did receive a preliminary rating of Proficient in component 1.2, Pedagogy, in the SY 16-17 Quality Review that same component was indicated as an Area of Focus. In SY 18-19 a continued focus will be placed not only on feedback, impact, and student ownership, but on performance task alignment and productive student struggle as well. Additionally, the student self efficacy component will be used to frame work undertaken during SY 18-19 in support of differentiation and culturally responsive instruction. Past observation reports and instructional rounds indicate that while not as prevalent as in the past, there still are pockets of instruction where the level of rigor does not support a vision of college readiness. The school also recognizes the necessity to minimize the gap between credit accumulation and Regents results.

**Part 2 – Summative Vision for Effective School Leadership**

What is your vision for effective school leadership at your school?
John Adams has moved significantly closer towards establishment of a school culture which recognizes that in order for student learning to occur there must be adult learning, as well. Thus, my vision of effective school leadership is to create, nurture, and maintain the conditions which best allow this to take place. While there are different components to adult learning at Adams one of the basic building blocks has been the inquiry process: what is it our students need to know, what do they actually know, what can we do to close the gap, and is what we are doing having an impact. By embedding a variation of the inquiry process into all phases of school life, attendance and social-emotional as well as academic, the school is aware of and can address obstacles to learning and develop "next steps" towards full implementation of our instructional focus.

In order to achieve this, though, certain prerequisites are necessary, such as articulation of a clear instructional focus accompanied with constant communication regarding the focus itself as well as where school data stands in relation to it. At John Adams the practice has been, and will continue to be, relating all decisions, meeting outcomes, professional development, classroom visits, budgetary and programming decisions, etc, to how they help us achieve the goals fo our focus. By doing so school leadership communicates common goals and objectives as well as a common language.

Practical implementation of this takes many forms. Common examples include reviewing data and observations to link the strongest teachers with the neediest students, and to create professional development opportunities which address the needs both of developing and the most effective teachers. Effective team teaching pairs must be created, and programming must be based on the needs of individual students, not adults; considerations such as college readiness and college preparatory classes also must be taken into account. 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.

The state DTSDE report, conducted in SY 13-14, recognized that Tenet 2, School Leader Practices and Decisions, are largely effective, the SY 16-17 Quality Review rated the school "Well Developed" both in 4.1, Teacher Support and Supervision and 4.2, Teacher Teams and Leadership Development. These, too, represent essential beliefs of school leadership, with one of our main goals being to build upon, assess, and revise when necessary our structures and instructional program, with examples including attendance monitoring, monthly Regents based pre-assessments, the use PBIS data to develop a Restorative Justice program for SY 18-19, writing inquiry, and parent outreach. Based on data from SY 17-18, new SY 18-19 benchmarks will be established to monitor progress towards our goals in each of these areas. This progress monitoring will continue to be a key feature of inquiry work conducted by each staff member, who will continue to be supported by administration and PCTs.in this work through twice weekly Inquiry Day meetings, led by WITSI trained APs and/or teachers. Staff members such as directors and PCTs conducting joint inquiry will be one key step towards continuing to further collaboration; another step towards collaboration has been staffing the UFT Center with a John Adams teacher trained in WIT. Additionally, during SY 18-19 the UFT Center will continue to offer workshops, both in conjunction with, and separate from, the workshops and PD offered through our PCT led Professional Learning Series.

What are your core belief(s) for school improvement and how they inform your vision for developing instructional leadership at your school?

School improvement cannot occur in a vacuum nor can it involve a single, or even a small group, of people. My core beliefs for school improvement center on:

1.) The creation and communication of a strong, data based instructional focus.

2.) Use of the inquiry cycle to identify learning gaps and monitor progress.
3.) The development of teacher leadership to help further implementation of the focus.

4.) Building wide collaboration

5.) The creation and maintenance of strong family and community ties.

6.) Input from all members of the school community.

Jointly, these individual components develop instructional leadership at the administrative, department, and classroom levels by:

1.) Centering planning and instruction on data based student need and learning gaps.

2.) Creating a common understanding of school goals and objectives.

3.) Furthering adult learning.

4.) Developing the ability to identify the impact of school initiatives and pedagogical strategies.

5.) While not directly tied to instructional leadership, the components support closer ties between the school, family, and community and strengthen student self-efficacy.

What is your vision for developing differentiated leadership throughout your school? How will you utilize teacher leaders to build broad capacity within your school?

The school has created numerous opportunities for teacher leadership. Each of our small learning communities is led not by an administrator but rather by a teacher leader referred to as a director. The director, along with the SLC specific guidance counselor and dean, form a triad of SLC leadership. Inquiry at each grade level within each SLC is led by a teacher, as well. Our PCT (Peer Collaborative Teacher) services our UFT Teacher Center and other teachers serve on our IB (International Baccalaureate), attendance, and PBIS (Positive Behavior Interventions and Support) teams. Teacher teams also have been sent for extensive training in the Engage curricula and in the WITSI (Writing is Thinking and Strategic Inquiry) program. Staff also has the opportunity to participate in CLASS, a school improvement/leadership program offered through Baruch College. John Adams received a preliminary rating of Well Developed in the SY 16-17 Quality Review for several components related to effective school leadership, particularly as it relates to evidence based systems and leadership development, including 4.1, Support and Supervision, 4.2, Teams and Leadership Development, and 5.1, Monitoring and Revising Systems.

How will the leader foster collaborative school governance processes, and ensure full family participation together with other stakeholders?

Collaborative school governance occurs both through formal and informal structures. Formal structures include regular meetings of the School Leadership Team, Renewal Committee, UFT Consultative Council, PTA, Academic Policy Committee, SLC Leadership Teams, the School Safety Committee, Student Government, the PBIS and WIT teams, and the Professional Development Committee, among others. Informal processes include input provided during common planning time, professional development, and faculty and department conferences. Our CBO and Parent Coordinator work together to review parent participation at past events and create an interest survey to plan relevant PA meetings and parent workshops. In SY 18-19 the school and CBO have identified several strategies to further ensure family
participation. These include expanding the role of the CBO representative to the SLT so that he/she will work with parent members on implementation of their ideas and conducting family focus groups.

How will you use evidence-based systems to ensure school and teacher leaders are led by a cycle of continuous learning and use this to inform their teams’ priorities?

<table>
<thead>
<tr>
<th>Evidence-Based System</th>
<th>Support(s)</th>
<th>Collaborator(s)</th>
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<tbody>
<tr>
<td>Departments and individual teachers will review data and implement the inquiry cycle to determine the impact of instructional strategies.</td>
<td>Department professional development; WIT inquiry and training.</td>
<td>APs, teachers, PCT, ORS coaches,</td>
</tr>
<tr>
<td>Observation reports will be used to assess the quality of administrator's feedback to teachers, while student work and focus groups will measure the specificity of teacher feedback to students, students' ability to describe their individual learning goals, and students' ability to explain what they are doing to meet their goals.</td>
<td>Department professional development; OSR coaches</td>
<td>APs, teachers, students, ORS coaches</td>
</tr>
</tbody>
</table>

**Part 3 – Annual Goal**

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Rise Benchmarks.

By August 2019 differentiated supports and actionable feedback will result in improved instruction and increased instructional coherent school wide, as measured by a 2 point increase in the August 2019 progress towards graduation for years 2 and 3.

Please answer the following Question as it relates to meeting your Effective School Leadership Annual Goal: Which school benchmarks do you expect will improve by meeting your Effective School Leadership Annual Goal?

- Progress Toward Graduation-Years 2 and 3
- SED 4 Year Graduation Rate
- Regents Completion Rate
- College Readiness Index
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principals</td>
<td>Dept. APs</td>
<td>Progress Toward Graduation Years 2 and 3</td>
<td>9/2018-6/2019</td>
<td>Office of School Renewal; Principal; Assistant Principals; SLC Directors</td>
<td>Observation reports and subsequent lesson plans will reflect the actionable feedback provided to teachers.</td>
</tr>
<tr>
<td>Supervision will continue to meet on a weekly basis to set and monitor goals, review monthly assessment and scholarship data, examine student work, and conduct instructional rounds regarding the implementation of our instructional focus. This information will be used to support APs and WIT and teacher leads in aligning Inquiry Days, department professional development, and teacher collaboration opportunities, in order to maximize credit accumulation, college readiness, and graduation rates.</td>
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<td></td>
<td>There will be an increase in student scholarship and monthly department assessments.</td>
</tr>
<tr>
<td>Professional development for APs will continue to incorporate scaffolded activities to provide teachers with actionable feedback and next steps, particularly towards implementation of our goals of aligning performance tasks and creating productive student struggles.</td>
<td>Dept. APs</td>
<td>Progress Toward Graduation Years 2 and 3</td>
<td>9/2018-6/2019</td>
<td>Office of School Renewal; Principal; Assistant Principal</td>
<td>Observation reports and subsequent lesson plans will reflect the actionable feedback provided to teachers.</td>
</tr>
<tr>
<td>PCTs will conduct instructional rounds as well as a PCT created survey to develop workshop offerings; the same will be done by the UFT Teacher Center regarding the integration of WIT strategies into instruction. Model teachers and PCTs will open their classrooms and the ELA, Math, and Science departments will further implement the teacher to teacher intervisitation program originally piloted by the Social Studies department.</td>
<td>Dept. APs</td>
<td>Progress Toward Graduation Years 2 and 3</td>
<td>9/2018-6/2019</td>
<td>Observation reports and subsequent lesson plans will reflect the actionable feedback provided to teachers.</td>
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<tr>
<td>PCTs</td>
<td>SED 4 Year Graduation Rate</td>
<td>Office of School Renewal; Principal; PBIS Team; Assistant Principals</td>
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<tr>
<td>Model Teachers</td>
<td>Regents Completion Rate</td>
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<td></td>
<td>College Readiness Index</td>
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<table>
<thead>
<tr>
<th>APs Supervision will meet with teachers to establish instructional goals aligned with curriculum and identified student skill/content gaps as indicated by monthly assessments and scholarship reports. To support this there will be a schoolwide focus on actionable feedback at all levels.</th>
<th>Dept. APs</th>
<th>Progress Toward Graduation Years 2 and 3</th>
<th>9/2018-6/2019</th>
<th>Observation reports and subsequent lesson plans will reflect the actionable feedback provided to teachers.</th>
</tr>
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<tbody>
<tr>
<td>Teachers</td>
<td>SED 4 Year Graduation Rate</td>
<td>Office of School Renewal; Principal; Assistant Principals</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Regents Completion Rate</td>
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<td></td>
<td>College Readiness Rate</td>
<td></td>
<td>There will be an increase in student scholarship and monthly department assessments.</td>
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</tbody>
</table>
4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The school and CBO will seek input from the SLT, PA, and Parent Coordinator for best practices to engage parents in their understanding of effective school leadership and how the home and school together can collaborate to support children. The CBO will take the lead in seeking input and following up, while the school will provide information related to curricula, graduation requirements, etc. The tentative timeline is as follows:

August 2018: Orientation for incoming students and their families

September 2018: Community Night; Lead, CBO First SLT Meeting, Lead: SLT Chairperson First PA Meeting, Leads: PA President, Parent Coordinator

October 2018-December 2018: Ongoing monthly SLT and PA meetings. CBO engages parent members to solicit suggestions, select priorities, and implement. Principal and Assistant Principals provide information regarding school goals and progress. CBO and Parent Coordinator develop workshops based on parental input. Small Learning Communities provide opportunities for parents to meet with the SLC team and review student progress.

January 2019: The school and CBO analyze steps undertaken assess their impact, and revise as necessary.

February 2019-June 2019: TBD; plan dependent on results of January analysis.

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, lead CBO’s community school budget, FSC Supports, etc.

We use technology to facilitate open dialogue and active, real-time collaboration among teachers and school leaders across departments. We regularly use the Google platform to facilitate this collaboration and planning through tracking intervisitation cycles, creating lesson plans that are responsive to data-based student needs, and monitoring progress of target students. The Instructional Support Services regularly uses computer laboratories to collaboratively complete IEPs and create interventions to meet student need.

Peer Collaborative Teachers have been hired and funded in part by the school. PCT’s will provide essential support and guidance for all teachers.

Assistant Principals attend a number of Professional Developments that can be turn keyed to their departments. A number of these Professional Developments are school funded. The school will also fund a retired principal working for the Executive Leadership Institute to serve as a mentor/advisor to help make the best decisions. The school will also fund a WITSI coach who will meet with the AP’s supervision twice a month in order to evaluate and improve the continued implementation of WITSI into the classrooms.

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 | | 21st Century | X | C4E |
|---|---|---|---|---|---|---|---|---|---|---|
| || Title I 1003(a) | || Title III | || PTA Funded | || SIG Grant | || School Achievement Funding | || 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. Similar to your Annual Goal, your mid-point benchmark should be **Specific, Measurable, Achievable, Relevant, and Time-bound.**

The provision of differentiated supports and actionable feedback will result in improved instructed and increase instructional coherence schoolwide, so that by January 2019 the progress toward graduation for years 2 and 3 will increase by 1 point, ie, one-half towards the August goal.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

Progress will be monitored by years 2 and 3 credit accumulation.

**Part 6c.** In **February 2019**, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. <em>(aligned with Rise Key 2)</em></td>
<td>X</td>
</tr>
<tr>
<td>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. <em>(aligned with Rise Key 4 and 6)</em></td>
<td></td>
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<tr>
<td>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. <em>(aligned with Rise Key 5)</em></td>
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<tr>
<td>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. <em>(aligned with Rise Key 3)</em></td>
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Part 1b. Needs/Area of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

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 children’s performance and school events. The parent coordinator has reached out to community stakeholders as well as corporations such as AOL, which conducted several workshops on resume writing and interview skills. The use of Kinvolved has greatly expanded contact between school and home, with over 250,000 messages sent and received in SY 17-18. The school has an extensive website and in addition to Kinvolved makes regular use of Twitter, email, mailings and phone calls to keep parents informed. School leadership, the SLT, and PA have met with Global Kids, our CBO, to expand options and strategies for outreach for SY 18-19. Suggestions made at these meetings include creation of a parent engagement spreadsheet to better track the types of workshops and meetings which generate parental interest; a parent focus group to gain insight regarding what the school does well in the area of family engagement and which need to be revised; seeking parent volunteers at after school student events, and establishing monthly priorities to focus on in service of achieving our June goals. Despite the need to continue to focus on family and community engagement, there are strong indicators of progress. For example, the School Open House held in the spring of 2018 showed an increase of 200 parents over the previous year, and our SY 18-19 register has increased by approximately 200 students.

A priority need for 2018-2019 is to continue to build the relationships between the school, home, and community, particularly in informing parents of the importance of college and career readiness. While this may be somewhat atypical of goals related to family engagement, it was selected in recognition of the fact that while parent awareness of
the need for regular attendance in order to graduate has been addressed, there is a lack of alignment between graduation and college readiness rates.

**Part 2 – Summative Vision for Strong Family and Community Ties**

What is your vision for strong family and community ties at your school? What opportunities exist for the school staff to know the students and their families in order to better communicate and partner with families and communities in the vision for the school?

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. We have scheduled ongoing and systematic events to encourage and sustain parent involvement. These include: informational nights, new student orientation, open-house, college fairs, student recognition nights, sports events, NHS induction, shows and plays. 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. 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.

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. Personal phone calls are made to invite parents to monthly PA meetings to discuss school news, family nights to educate parents about school policies and curriculum, parent teacher conference to for staff and parents to discuss student’s performances. 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. The college readiness index will be used as a measure of effectiveness for ensuring students and their families are aware of college requirements and staff set high expectations for student performance throughout the year. Parent involvement in workshops and activities, and open communication with school staff will ensure students are optimally prepared for post-secondary success. The increased college readiness index will indicate that more families are aware of college and career readiness requirements and opportunities and that students are prepared to meet or exceed the college readiness index take advantage of post-secondary opportunities.

In order to ensure that all teachers engage parent outreach we have a standardized and uniform time each week for that to be conducted; this is in addition to outreach conducted through other tools such as Kinvolved or the AIDP team. Teachers use this 40 mins. on one or more of the following parent engagement activities: face-to-face meetings, phone calls, written correspondence including emails, or creating newsletters and or preparing report cards. During common planning time counselors, directors, and classroom teachers target students for outreach. 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 continue to extend this outreach, as well.

One of Global Kids prime responsibilities is to conduct outreach to families and encourage more direct communication between the school and home. Both the CBO, College Office 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.

In order to provide increased family access to student data the majority of our teachers utilize Skedula. In the past the PA and Parent Coordinator have requested assistant principals to speak with parents at PA meetings regarding graduation requirements in their specific subject areas, and it is expected that will continue in 2017-2018. At these meetings guidance counselors address overall graduation requirements, and parents also are introduced to programs such as Kinvolved, Skedula, and Naviance. In order to increase teacher accountability, at regular intervals during the year teachers, directors, and counselors provide documentation regarding the types and amount of family outreach conducted. 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.

Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will administrators, teachers, school staff and school safety officers be given to help create a welcoming environment? Will there be a dedicated space for families in the school?

Global Kids, the lead CBO, will continue to facilitate professional development in this area and invite school staff, including school safety, to workshops on the creation of a caring school community. This will help to build the shared responsibility and vision of identifying and developing leaders out of school’s families. In School Year 2017-2018, the SLC’s, the ENL and ISS Department will also have their own family nights. The lead CBO will work with SLC Directors and be present during these events to identify potential leaders as well. We will encourage families to become involved with the Community School team and co-lead events such as Family Night and the Community School Forum with families as well. Lastly, families will always have access to the Global Kids and Parent Coordinator offices for meetings, planning purposes and community building.

How will the school identify and develop families to take leadership roles in school decision making/school governance structures?

The school identifies families to take leadership roles through surveys given at PTA meetings, workshops, parent teacher conferences and other school events. Parents are involved in school decision making on the school leadership team, at school safety meetings and as a part of the school renewal school team. Parents are also chosen to sit on C30’s and sit on panels for the Quality Review.

Over the summer, the lead CBO will coordinate events for the families and professional development sessions for available school staff regarding the pillars of a community school. Parents who participate in summer events will be identified as potential leaders for the School Leadership Team and the Community School Team.

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

The school engages the community and families at Parent Teacher Conferences, Informational sessions and PTA meetings. Teachers are required to do parental outreach to develop a strong relationship with families on a weekly basis.

As mentioned above, the ongoing events that the SLCs will be coordinating will facilitate a mutual learning process by which school staff and families can learn from another in how best to support the students academically, socially and emotionally. The Community School Team will include teachers, students, community partners and family members, which will provide another avenue from which relationships can develop and build capacity. Lastly, the Office of Community Schools provides each site with an Outreach Specialist, who we will utilize as a resource for leadership development with families and parents who want to become more engaged with the school. In regard to community partnerships, we will continue to subcontract partners to conduct workshop series with our families and other
community members that will teach computer skills and job readiness. We would like to expand the curriculum repertoire by adding topics such as health and wellness.

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

**Family partnerships with school:**
Parents will be invited to an SLC informational night to have a better understanding of what SLC their child is a part of and what supports that SLC has for the students and families. An orientation is held every September before the school year begins for all new students and families to understand our expectations and goals for the upcoming year. This is also a perfect way for us to welcome everyone into the John Adam's family and letting them know what supports we have for them.

**Family partnerships with CBO:**
Global Kids will play a critical part at every informational session we have for families to explain what a community school is and how it benefits the families. Some of the resources they will be speaking about is tutoring, counseling and attendance initiatives. They will be spearheading the family night in September and the Community school forum in May letting families know what our expectations are and how much progress we made towards our goals.

**Is there dedicated space for these partnerships?**
The Parent Coordinator’s office is opened to all families and community members.

What data and student progress feedback loops will be present at the school to ensure that families knowledgeable of their children’s scholastic success, in addition to report cards?

- RCEP
- Report Cards
- School Snapshot
- Attendance Reports

**Part 3 – Annual Goal**
Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Rise Benchmarks.

By June 2019 the College Readiness index will be a minimum of 38.2%, as measured by the percentage of students who are college ready in Math and ELA after four years.

**Please answer the following Question as it relates to meeting your Strong Family and Community Ties Annual Goal:**
Which school benchmarks do you expect will improve by meeting your Strong Family and Community Ties Annual Goal?

- Student Attendance
- SED 4 Year Graduation Rate
- Regents Completion Rate
<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
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<tr>
<td>Outreach using Skedula, phone blast, emails, and mailings notifying parents of student academic progress.</td>
<td>Parents and Students</td>
<td>Student Attendance SED 4 Year Graduation Rate Regents Completion Rate College Readiness Index</td>
<td>9/2018-9/2019</td>
<td>All Staff</td>
<td>Student attendance will increase. There will be an increase in student scholarship and monthly department assessments.</td>
</tr>
<tr>
<td>Strategically plan college readiness events to inform parents and students of college requirements such as high school requirement, SAT’s, financial aid night, and college fairs.</td>
<td>Parents and Students</td>
<td>SED 4 Year Graduation Rate Regents Completion Rate College Readiness Index</td>
<td>9/2018-9/2019</td>
<td>Parent Coordinator, Guidance Counselors, PA, Principal, Directors</td>
<td>There will be an increase in student scholarship and monthly department assessments.</td>
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<tr>
<td>Strategic programming of students in a rigorous 4 year Science and Math, AP and College now courses.</td>
<td>Students</td>
<td>College Readiness Index</td>
<td>9/2018-9/2019</td>
<td>Program Office, Guidance Counselors</td>
<td>There will be an increase in student scholarship and monthly department assessments.</td>
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Parent Night for ELLs – graduation requirements, reading a transcript, ENL programs.

Parents Students

Student Attendance

SED 4 Year Graduation Rate

Regents Completion Rate

College Readiness Rate

9/2018-9/2019

Guidance Staff, SLC Directors.

ENL AP

Student attendance will increase.

There will be an increase in student scholarship and monthly department assessments.

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, lead CBO’s community school budget, FSC Supports, etc.

Resources to be leveraged include Global Kids, Parent Coordinator, Parents' Association, School Leadership Team, Student Leadership, and PBIS Student Ambassadors. We use technology to encourage strong family and community ties by hosting opportunities for families and community members to stay in-the-know with school events and progress by way of the school website and twitter page. Our parent coordinator hosts Adult computer classes and provides the parents with metro cards to make travel to these classes easier, our college guidance counselor hosts parent evenings to familiarize students' families with FAFSA and other college application platforms, and we host a number of weekend and evening courses for the parents of ENL students, where we leverage the use of technology to assist with language acquisition and the development of life skills. We communicate attendance data in real-time with students' families using the Kinvolved platform, West SchoolMessenger, and Skedula to make academic performance data available online. Families can communicate directly with school staff via Google mail, Kinvolved, or Skedula (Pupilpath).

Resources are also leveraged in order to host our freshmen orientation, open house, Summer Bridge Orientation, and college access for all parent nights.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<td>Title I 1003(a)</td>
<td>X</td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td>X</td>
<td>Other</td>
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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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By Feb. 1, 2019, there will be a 2% increase in college readiness when compared to Feb. 1, 2018.
**Part 6b.** Indicate the specific instrument of measure that is used to assess progress. Progress will be monitored through parental attendance in school events and visits to the school website.

**Part 6c.** In **February 2019**, 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 2018-19 school year. Goals for ELT should aligned to the Rise Benchmarks. How will the school will ensure that all students’ individual needs are served during the Rise ELT and how the school’s vision for ELT will impact both academic achievement and social emotional growth? Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2019, 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 55.1%, 4 year college readiness index of 38.2%, and college and career preparatory course index rate of 43.3%.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?  Voluntary  Compulsory

Rise ELT – Describe what accountability structures the school will employ to ensure participation of all students, including special populations, will participate fully in Rise ELT.

Additional ELT - If there is a voluntary ELT program in addition to the compulsory Rise ELT, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

We currently do not have a voluntary ELT program.

Part 3 – ELT Program Description

Target Population: The ELT program for a Rise 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?

- 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? How will the school ensure all IEP and language mandates are met during ELT?
- 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?
• What content will be led by pedagogical staff and what content will be led by CBO partners?
• How will the school best utilize CBO partners to impact student achievement?
• How will effective outreach be conducted to families?
• How will programming be made easily accessible to students and families in order to encourage participation?

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 offered through our partnership with JetBlue, transition to high school support classes, service based learning, a theater project, and a technology program offered in conjunction with Co-Op Tech. 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 continue to be incorporated into the regular school day. As a Rise 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 possible 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. However, it should be noted that while a shortage of teachers is a possibility it has not occurred in the past, and at this point in time it is not anticipated it will be problematic in SY 18-19.

One specific example of the way in which ELT is utilized differently than regular instructional time is through the enrollment of students in Think Through Math. Ninth grade students enrolled in MES41-42 and MES43-44 blocks for the school year, with fulfillment of the purpose of ELT, will participate in the Think Through Math online learning program. Resources will be used to further PD and coaching for teachers. Students enrolled in the program will use it in the classroom for 1-2 periods over each 10 period stretch. Students will take 3 benchmark exams for the year. Teachers will collaborate to create online pathways for groups of students. The pathway used could be the NYS Regents Pathway or one constructed by teachers in accordance to intervention/needs identified by common monthly assessment data.

Staff training for maximizing the effectiveness of ELT time takes place in various venues, depending on the nature of the program. For example, teachers of those classes designed to support students academically, so that they pass a Regents exam or earn a required credit, benefit from the types of professional development outlined in other sections of this RCEP. Teachers of these classes also benefit from their own participation in common planning time activities such as targeted attendance inquiry, or from such inquiry conducted by others in the building, such as the Attendance Team or SAM cohort, as well as by coaches provided by the Office of School Renewal. Other ELT classes, such as those offering enrichment activities to on-track or advanced students, are aligned with the requirements of their respective programs and/or supporting institutions, ie, JROTC, York College, Queensborough Community College, etc, while those enrolled with more learning deficiencies and programmed for ELT classes such as Reading Horizons, are supported by the AP ISS and other forms of professional development.
In addition to the ELT classes embedded in our regular school day and in which all students participate, we also provide, with the support of our CBO, both credit bearing and Regents review classes through our Saturday program. After school programs, primarily enrichment activities, are offered through the Urban Arts program.

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 social media such as Twitter.

**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. How will the school assess the impact of ELT on individual student achievement and social emotional development?

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 the framework of the regular school day, through the addition of an extra period to student programs. 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.

June-August 2018: School administration, guidance department, and program office will analyze data both from SY 15-16 and from newly entering students to determine need. Design and program students for classes based on this assessed need; program teachers.

September 2018-June 2019 Implementation and end dates. ELT will be ongoing throughout the school year. Further description is below.

September-October 2018: Department APs, the SAM cohort, and Inquiry leaders will review data with content area teachers to identify skill/content gaps. Guidance counselors and Small Learning Community directors will meet with students to explain the purpose of ELT in general, and their particular ELT program in particular. The Parent Coordinator and CBO will reach out to parents and message the benefits of ELT, particularly its academic supports and/or the opportunity to develop college readiness. Inquiry teams will create parameters and select students targeted for attendance and academic inquiry. Content area assistant principals will meet with teachers to develop goals for all classes, including ELT. Saturday credit bearing courses will start, and the CBO will plan for the start of Regents review classes later in the semester. The CBO also will target students for attendance/academic/social-emotional supports. Progress of all targeted students will be monitored at weekly meetings, with the overall progress of ELT monitored bimonthly.

November 2018: Data such as attendance, internal monthly assessments, and marking period grades will be monitored to assess progress towards graduation and Regents completion rates. Additional supports will be elicited as necessary, and may include OSR coaches, attendance supports, secondary CBOs, counseling, etc. Saturday Regents review classes will begin.

December 2018-January 2019: The impact of ELT will be assessed through the data points discussed above. Guidance counselors will reprogram students for the spring semester as necessary, and the menu of ELT offerings will be
reviewed and revised as appropriate. Inquiry teams will analyze the impact of ELT and outreach and determine next steps. Counselors will meet with students to review progress.

February 2019: The spring semester begins.

March–May 2019: Barring the need for additional revisions, at this point in time it is expected that this timeframe will align with much of the outline above.

June 2019: Final assessment and determination of next steps.

### 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.

A number of Assistant Principals and the Principal will work ELT in order to ensure the necessary support for the programs. Teachers will work on a staggered schedule in order to account for the extra learning time.

Resources such as Reading Horizons, the Gates-McGinny test and Think Through Math Curriculum will be purchased in order to support classroom instruction, curriculums, and provide assessment data.

**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.*

<table>
<thead>
<tr>
<th></th>
<th>21st Century</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>C4E</th>
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**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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

Mid-point benchmarks: By February 2019 credit accumulation and Regents completion rates will be midway towards meeting the June benchmarks.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

Progress will be monitored through first semester student scholarship (ie, credit accumulation) and Regents reports.

**Part 6c.** In February 2019, 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 strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – The Community School Program Goal(s)

<table>
<thead>
<tr>
<th>How is the Community School strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</th>
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<tbody>
<tr>
<td>Over the past few years the integration of the Community School strategy and academic instruction has grown stronger. While the 2017-2018 school year evidenced the strongest integration to date, we fully expect it to strengthen even more during SY 18-19. The integration is represented in numerous ways, with some examples including:</td>
</tr>
<tr>
<td>1.) CBO attendance outreach and home visits to targeted students.</td>
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<tr>
<td>2.) CBO support for tutoring and remedial programs.</td>
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<tr>
<td>3.) The CBO conducts after school activities for students, allowing them to feel more supported and welcomed in the school.</td>
</tr>
<tr>
<td>4.) Student mentoring is conducted by the CBO.</td>
</tr>
<tr>
<td>5.) The CBO provides a &quot;second set of eyes&quot; on students targeted for credit accumulation and Regents exams, and follows up with home visits/one-on-one or small group discussions/mentoring/tutoring, as necessary.</td>
</tr>
<tr>
<td>6.) The CBO provides incentives to students for academic and/or attendance goal meeting and improvements.</td>
</tr>
</tbody>
</table>

Indicate the summative goal(s) of the Community School program for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2019, the schools Community Based Organization will collaborate with school leaders to meet an attendance goal of 88%.

Please answer the following question as it relates to meeting your Community School Program Annual Goal(s):

How will achieving your Community School Goal(s)--in ELT, Attendance Supports, Family Engagement, and Health & Wellness--support your academic goals for students?

| The Community School goals represent preconditions necessary for learning to occur. By meeting these goals we will be ensuring that students are in a safe and supportive environment, which can be viewed as the social-emotional version of an environment conducive to learning. |

Part 2 – Community School Program Description

Part 2a. Identify the CBO partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Kids</td>
<td>Targeted attendance students</td>
<td>Attendance outreach and counseling</td>
</tr>
</tbody>
</table>
Part 2b. Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner 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 asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community 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 – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Having a CBO partner widens our reach and impact with students, as well as helps the school to expand its reach in bringing in community stakeholders. The school will continue to 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 meetings, PPT meetings and parent engagement meetings. The school will also help to leverage the CSD’s role by working with him/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 the school’s decision-making process.

In regards 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. The CBO 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.

CBO 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 the CBO 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. The 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.

The CBO will rely on existing partnerships as well as reach out to new partners to implement the aspects of the Partnership Schools program. The school has already established a relationship with the Parent Coordinator, and will continue to host, plan, and execute events that provide parents with the opportunity to become more involved with the school. To do this the CBO we will create a parent survey that outlines services offered by the school currently, and what services parents would like to see the school offer. This survey will be 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, ENL, 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 will develop 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 Partnerships Oversight

Part 3a. Key Staff and Partners
1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

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 of 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.

The CBO 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 program 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) will conduct 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.**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>June-August 2016</td>
<td>Planning with Office of School Renewal, SLT, CBO, School Renewal Team</td>
</tr>
<tr>
<td>September-October 2016</td>
<td>CBO partner and Community School Director begin monthly meetings to set goals and manage change efforts with the new community school design.</td>
</tr>
<tr>
<td>September 2016-June 2017</td>
<td>Ongoing checks for community school impact through in-class student assessments and parent and student surveys.</td>
</tr>
<tr>
<td>September 2016-June 2017</td>
<td>New Community School Teacher Orientation:</td>
</tr>
<tr>
<td>September 2016</td>
<td>ELT and enrichment Services begin</td>
</tr>
<tr>
<td>October 2016-December 2017</td>
<td>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.</td>
</tr>
<tr>
<td>October 2016- June 2017</td>
<td>CSD and school leaders conduct ongoing data analysis, collection, and review to inform programmatic decisions and clearly aligned outcomes.</td>
</tr>
<tr>
<td>February 2017-June 2017</td>
<td>Program new semester of students for all ELT courses and various enrichment offerings.</td>
</tr>
<tr>
<td>June 2017</td>
<td>Final data analysis and review to determine community school learning gaps.</td>
</tr>
</tbody>
</table>

**Part 3d. Mental Health Work Plan**

Separate from this R-CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
**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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="https://www.nysed.gov">NYSED’s memo.</a>)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>A- Students not meeting or approaching standards in ELA classes</td>
<td>A- ELA Tutoring</td>
<td>A- One-on-One and small groups</td>
<td>A- During school and after school</td>
</tr>
<tr>
<td></td>
<td>B- Student who received below a 75% on their ELA Regents exam.</td>
<td>B- Regents prep classes</td>
<td>B- Targeted classes</td>
<td>B- During school</td>
</tr>
<tr>
<td></td>
<td>C- Students who failed their ELA classes</td>
<td>C- Blended Learning: APEX</td>
<td>C- Targeted classes</td>
<td>C- During school, before school, and after school</td>
</tr>
<tr>
<td></td>
<td>D- ENLs who need extra support in ELA</td>
<td>D- Blended Learning: ACHIEVE 3000, Tutoring, Extra classes</td>
<td>D- Targeted classes, One-on-One and small groups</td>
<td>D- During school, After School, Saturday</td>
</tr>
<tr>
<td></td>
<td>E- SWDs who have an IEP</td>
<td>E- ICT classes, self-contained classes, tutoring</td>
<td>E- Targeted classes, small groups, One-on-One</td>
<td>E- During school, After school</td>
</tr>
<tr>
<td></td>
<td>F- Students who need support in reading</td>
<td>F- Blended Learning: Reading Horizons, WILSON</td>
<td>F- Targeted Classes, One-on-One</td>
<td>F- During school</td>
</tr>
<tr>
<td></td>
<td>G- Honors classes, Specialty Classes</td>
<td>G- Targeted Classes</td>
<td>G- Targeted Classes</td>
<td>G- During school</td>
</tr>
<tr>
<td></td>
<td>H- Targeted Classes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP-RISE 75
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>A - Students struggling in their math class</th>
<th>A-Tutoring program</th>
<th>A - One-to-one</th>
<th>A - After school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B - Students who failed their Math Regents exam</td>
<td>B- Regents prep classes</td>
<td>B- Targeted classes</td>
<td>B- During the school day</td>
</tr>
<tr>
<td></td>
<td>C - Students who failed their math classes</td>
<td>C- Blended learning classes</td>
<td>C- Targeted classes</td>
<td>C- After school and Saturday</td>
</tr>
<tr>
<td></td>
<td>D - ELL students who need extra help in math</td>
<td>D- Saturday program</td>
<td>D- Small group</td>
<td>D- Saturday</td>
</tr>
<tr>
<td></td>
<td>E - Students who have an IEP</td>
<td>E- ISS classes</td>
<td>E- Small classes</td>
<td>E- During the school day</td>
</tr>
<tr>
<td></td>
<td>F - Students with an IEP who are advanced in Math</td>
<td>F- Inclusion classes</td>
<td>F- Team-Teaching</td>
<td>F- During the school day</td>
</tr>
<tr>
<td></td>
<td>G - ENL classes</td>
<td>G-ENL classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>H - Bilingual classes</td>
<td>H- Bilingual classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I - All ninth grade classes, instruction consists of whole group, small group and one-to-one support</td>
<td>I- American Reading Company supporting independent reading in the classroom via guided support</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>J - Before school, During school, After school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>K - During school</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>L - During school</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>M - During school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G- ENL Students</td>
<td>I- Honor classes</td>
<td>G- College Now classes</td>
<td>G- During the school day</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
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<td></td>
</tr>
<tr>
<td>H- Incoming students who speak Spanish or Bengali</td>
<td>J- College-Now classes</td>
<td>H-Bilingual teachers</td>
<td>H- During the school day</td>
<td></td>
</tr>
<tr>
<td>I- Incoming students who are level 3 or 4 in Math</td>
<td></td>
<td>I- Regular classes</td>
<td>I- During the school day</td>
<td></td>
</tr>
<tr>
<td>J- Advance students who completed their math sequence</td>
<td></td>
<td>J- Regular classes</td>
<td>J- After school</td>
<td></td>
</tr>
</tbody>
</table>

**Science**

<table>
<thead>
<tr>
<th>A- Students in graduating cohort class who have not yet passed a science regents exam required for graduation</th>
<th>A- Mentor Tutoring/Guided Practice/Use of Castle Learning</th>
<th>A- Group/ Individual</th>
<th>A- During and after school/ Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>B- Students struggling in their science classes evidenced by one or more marking period failures</td>
<td>B- Tutoring/Guided practice incorporating Castle Learning</td>
<td>B- Group/ Individual</td>
<td>B- During and after school</td>
</tr>
<tr>
<td>C- Students who failed a science regents exam</td>
<td>C- Targeted tutoring based on item analysis of failed exam.</td>
<td>C- Group/Individual</td>
<td>C- During and after school</td>
</tr>
<tr>
<td>D- ENL students</td>
<td>D- Tutoring/STEM research</td>
<td>D- Group/ Individual</td>
<td>D- During and after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>E- IEP students (Least Restrictive Environment)</td>
<td>E- ICT Classes/Tutoring</td>
<td>E- Daily / During and after school</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>F- At Risk Seniors</td>
<td>F-Mentor Tutoring/Guided practices</td>
<td></td>
<td>F-Weekly</td>
</tr>
</tbody>
</table>

**Social Studies**

| A - Students who failed 2nd marking period | A - After School Tutoring, Attendance Monitoring | A - Small Group, One to One, Peer Tutoring, Peer Mentoring, PBISCICO |
| B - Students who need Global and/or US History credit and passed the Regents Exam | B - APEX | B - Small Group |
| C - Students new to the country | C - After School Tutoring, Saturday tutoring, Targeted Classes | C & D - Small Group, One to One, Peer Tutoring |
| D - Students with low scores on department assessments | D - After School Tutoring, Targeted classes, Department strategic inquiry to identify skill gaps to create appropriate interventions | E - Small Group, One to One, Peer Tutoring, Large Groups |
| E - Students who need the Global and/or US History Regents | E & F - Summer School, After school tutoring, Saturday school, Intensive Regents week tutoring, Targeted Classes | F - Small Group, One to One, Peer Tutoring, Large Groups, SLCInquiry Team |
| F - Students who scored 63-64 on US History or Global Regents | E - Daily / During and after school | G - Phone calls; Emails; Letters sent home; Peer Mentoring (PBIS); Global Kids attendance monitoring |

**Notes:**
- A- After school tutoring takes place after the school day has officially ended and last for an hour and a half; Peer tutoring and Peer mentoring takes place during a student's lunch period; CICOTakes place at the beginning and end of the student's scheduled day.
- B - APEX is offered everyday through the school day.
- C & D - Saturday tutoring takes place from 8am-1pm; Regents prep classes happen every day throughout the day; After school tutoring takes place after the school day has officially ended and last for an hour and a half; Peer tutoring takes place during a student's lunch period.
<table>
<thead>
<tr>
<th></th>
<th>G - Students with low attendance in U.S. History and/or Global classes</th>
<th>G - Parental Outreach; PBIS Check in/Check out</th>
<th>E - Summer school is 6 weeks, 5 days each week, 90 minutes of instructional time each day; Intensive Regents week tutoring happens the week before the Regents after school; After school tutoring takes place after the school day has officially ended and last for an hour and a half; Peer tutoring takes place during a student’s lunch period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>F - Intensive Regents week tutoring happens the week before the Regents after school; After school tutoring takes place after the school day has officially ended and last for an hour and a half; Peer tutoring takes place during a student’s lunch period</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G - Attendance system generates automated phone calls every school day; PBIS Check-in/Check-Out takes place at the beginning and end of the student's school day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Content Areas: ELA / Math / Sciences / Social Studies</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>
| - **Reading Horizons** (AIS Decoding, Reading, Literacy) (Pull-Out classes ELA Elective, Push-in Services or individualized student need, progress toward graduation and level of proficiency) encourages and motivates students to improve their ability to understand what they read. Computer based program that assesses and provides lessons to teach phonetic and decoding skills. The program also allows students to read passages at an independent level that has been measured by a library assessment. This Framework for Reading was developed in conjunction with MetaMetrics.  
  - Increases decoding level and knowledge of vocabulary; which is shown to be indicative of success in the classroom and on standardized tests. (Students are placed in the Reading Horizon Program based on the recommendation of their previous English classroom teachers/Guidance Counselors, who noted that these students needed academic support.)  
  | - Embedded into curriculum and classroom instruction  
  - Professional Development provided by AP ISS, IEP Coordinator and Transition Team Leader  
  - Small group:  
    - Tutoring - 21st Century and Title III  
    - One-on-one  
    - Reading Horizons  
    - Wilson Reading Program 2015  
  | - During School  
  - SLC Periods  
  - Lunch Periods  
  - After School |
| - Teacher Teams  
- Teacher Collaboration |
remediation and intervention.

- The Reading Library Assessment is a series of progress monitoring test forms designed to access the reading ability of students in Grades 4-12/Adult. These assessments served to measure student reading ability and provide Lexile reader measures to help guide future reading and monitor growth in the student's ability. The progress-monitoring tests have been developed for four levels of reading comprehension. Each level corresponds to the approximate reading ability based on grade level norms; Grades 1-3, Grades 4-5, Grades 6-8 and Grades 9-12. Content of the items are appropriate for students in Grades 4-12/Adult. For each level, three equivalent forms have been developed for administration throughout the year. Each progress monitoring form consists of 34 items. The items on the test are targeted based on the Lexile measure of the passages.

- Reading Horizons has a variety of sections: Lessons,
Vocabulary, Library, Games, Pronunciation and Reports. All sections are utilized as necessary to help students improve in the areas where they need remediation.

- Each student is administered an assessment to determine his/her base level. Periodically, the teacher can reassess students' performance and growth can be measured. ** The result of the initial assessment indicates at what reading level the student will begin. Students can increase their reading level by completing stories and correctly answering the comprehension questions that follow. Data has indicated that Reading Horizons enhanced students' comprehension, vocabulary, decoding skills and attendance. Students have shown tremendous growth in their self-esteem.

- **Monthly targets** are differentiated by the needs of John Adams High School, the Special Education Department and Compliance to the PPR, CORe Checklist.
and the Transition SPP13.

- **Weekly ISS Professional Development** is determined by monthly target goals and in response to teacher observation, evaluation, and feedback and support. Professional development is delivered by the AP ISS, the IEP Coordinators and the Transition Team Leader.

- **AP in coordination with IEP Coordinator** and the Transition Team leader created useful resources, such as IEP at a Glance and the IEP Template aligned to the Teacher Effectiveness Rubric and best practice strategies for IEP processes and compliance.

- **Provide feedback** to teachers to support and enhance effective teaching pedagogy

- **Ensure ALL** student mandates are met, including programs and related services (USP E Screen) (compliance is ensured by the AP ISS and the IEP Coordinator)

- **Transition planning**, including preparing
<table>
<thead>
<tr>
<th>for CDOS credential (Transition Team Leader)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progress Monitoring</strong></td>
</tr>
<tr>
<td>- Review student data (including course grades and formative and summative assessments) and work samples to ensure students' academic needs are met. Review student data and work samples to ensure students' academic needs are met; Analyze Student Matrix; Monitor student progress toward graduation.</td>
</tr>
</tbody>
</table>
Section 9: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>The total number of students in temporary housing is 17. We have 2,550 registered in our school.</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Services that are provided to the STH population include free transportation, school supplies, free breakfast and lunch, after school and summer school enrichment programs and counseling services for at risk students. We also have a supply of extra clothes for the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

| Not Applicable |  |
Section 10: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: 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 are extended the opportunity to serve as teacher leaders through Teacher Leadership Program positions (i.e., Model and Peer Collaborative Teachers) and other in-house leadership roles (i.e., SLC Directors, PBIS Coordinator, SAM Participants, etc.).
- Teacher Leaders are given the opportunity to facilitate workshops for colleagues based on demonstrated data-based need.
- Teachers have regular opportunities to develop their pedagogical skills through participation in intervisitation cycles and other forms of collaboration.
- School works closely with New Teacher Finder and Schools of Education to recruit Highly Qualified Candidates.
- Interested HQT candidates have the option of attending a school open house to learn about the school's instructional focus and meet with staff members.
- Teachers who received ratings of Highly Effective, and/or who involved in ongoing and specialized PD have been assigned, when possible, team teaching positions so they might support the development of their colleagues and student growth.
- 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 FSC, ORS, 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.
- Teachers receive direct or turn key PD on the WIT 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. PCTs conduct workshop based on data taken from student scholarship, Advance, and teacher surveys. Departments offer teachers opportunities for intervisitations.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

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 (R-CEP) 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>1,228,127</td>
<td>X</td>
<td>5a,b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>297,100</td>
<td>X</td>
<td>5c, 5ae</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>55,502</td>
<td>X</td>
<td>5a, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>14,851,187</td>
<td>X</td>
<td>5a,b, 5c, 5d, 5e</td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)**: 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/CEP.
- **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 and Family Engagement 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 funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 11: Parent and Family Engagement Policy and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current R-CEP 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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**Parent and Family Engagement Policy**

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 Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

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;

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**Parental Involvement and School Quality**

2018-19 CEP-RISE
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.

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.

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., ESSA/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 Elementary and Secondary (ESSA) 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;

### Encouraging School-Level Parental Involvement

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)**

**John Adams High School**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum**

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 Every Student Succeeds Act (ESSA);

**I. School Responsibilities: Supporting Home-School Relationships**

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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;

III. Student Responsibilities
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 2018-19 SY

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

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

<table>
<thead>
<tr>
<th>Part A: School Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School: _____</td>
</tr>
<tr>
<td>This school is (check one):</td>
</tr>
<tr>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The direct instruction component of the program will consist of (check all that apply):</td>
</tr>
<tr>
<td>Before school</td>
</tr>
<tr>
<td>Total # of ELLs to be served: _____</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

540
Part B: Direct Instruction Supplemental Program Information

| Total # of teachers in this program: _____ |
| # of certified ESL/Bilingual teachers: _____ |
| # of content area teachers: _____ |

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 2223 students from 9 through grade 12. The student body includes 20.5% (455 students Former ELLs 64/Current 391) English Language Learners and 9% of these Ells are SWDs. The school is a Title I school. This includes 150 9th grade ELLs ( 43 EN, 28 EM, 24 TR, 33 EX , 13 CM), 133 10th grade ELLs (17 EN, 22 EM, 39 TR, 40 EX, 10 CM) , 85 11th grade ELLs (1 EN, 8 EM, 22 TR, 37 EX, 8 CM) and 87 12th grade ELLs ( 8 EM, 22 TR, 25 EX, 32 CM). 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 ENL support. Data, including formative and summative assessment results, monthly assessments, NYSESLAT, a scrutiny of students’ work using the strategic inquiry process, 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 credit accumulation to support student graduation with their cohort. The school’s extensive and varied curriculum, includes an interdisciplinary approach which is improving students’ literacy skills across the curriculum, caters to the diverse needs of the ELL students. Common planning time within the small learning communities is provided for teachers to work together on inquiry, plan and share ideas to support curriculum, develop strategies in order to achieve goals. Based on data and trends, double period classes have been implemented in science in grade 9, global studies in grade 10, English in grade 11 and supports for any class needed in grade 12.

All ENL students are placed in their ENL/ELA and HLA 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 ENL/ELA instruction. This also includes 180 minutes of ENL instruction for all commanding students). Including the ELA and NLA instruction required under the CR Part 154. Students will receive language acquisition as well as support classes in specific content areas. After school and Saturday tutoring will also be available.

All content area classes meet for 45 minute periods, 5 days per week. All classes meet for 45 minute periods. This includes, art or music and physical education.

At John Adams High School the students are placed in ENL/ELA classes according to their grade, ENL proficiency levels and skills. ELA/ENL classes are placed by grade level to meet the needs of an ELL on every grade. All classes are either co-taught or taught by a teacher with a dual ENL/ELA license. For example: The needs of an entering ELL are different for a Junior and Senior that need to pass the ELA Regents than a freshman or Sophomore. The remaining content
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areas are taken in English (using ENL methodology) or Spanish and Bengali for Bilingual students. In both the Free Standing ENL and Transitional Bilingual programs, ENL is part of the students’ daily program. Every level has the correct amount of ENL instruction. All ELLs are in the Newcomer Smaller Learning Community where we provide the support needed for all students in a large high school. All SPELLs are placed in an ICT setting with a dual licenced ENL/ELA teacher and a teacher with an ELA/SWD License.

Teachers record data and monitor student growth through the use of teacher trackers, unit assessments, monthly assessments and from attendance Inquiry during SLC time 2 days every other week. Students monitor their own progress using student trackers and progress monitoring with individual teachers. Mentoring is more than just attendance monitoring helps to motivate students and provide an adult role model within building. Special attention is paid to ELLs in the Newcomers SLC to make sure they receive all supports needed. Teachers from all content areas work on Inquiry teams to maintain records. Notifications to parents concerning attendance and other school are sent in parents' home language through Kinvolved, Skedula and bilingual teachers to ELLs and non-English speaking parents of mainstream students.

Monthly assessments are used for teachers to 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 within 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 our students.

Common planning time within departments is provided for teachers every Monday for an hour before or after school and every other Wednesday and Thursday. Parent outreach in all languages, by school staff or translation services, is done every Tuesday. Teachers collaborate on inquiry, plan and share ideas including curriculum, strategies and goals in order to further support the ELLs. The directors and counselors of the small learning community work very closely with the leadership team which is also comprised of the ENL and Bilingual coordinators. A Bengali speaking director, Hindi speaking director, Spanish speaking counselor, Spanish speaking bilingual coordinator and Haitian-Creole speaking ELL coordinator are part of the team that works collaboratively to support the assistant principal and small learning community in all their needs. Inquiry teams meet to discuss student issues related to student attendance, progress and performance. The data is analyzed by the team of pedagogues as they focus on strategies to support and raise the achievement of the students.

This data is also used to inform teachers on needs for tutoring during and after school. ENL Tutoring takes place every day after school in all subject areas. The subjects are Global Studies, US History, Algebra, Trigonometry, Living Environment and ELA. The tutoring takes place every day of the week from 3:45 - 5:15 PM to support students on all Regents. Students may also use this as a time to work in a smaller setting to clarify misconceptions and receive help on homework or difficult tasks.

All notifications and tutoring schedules are sent in parents' Home Language, via phone calls, skedula, letters by mail and Kinvolved. Any mailed notifications are also backpacked home in English with parents' home language on the reverse side. At monthly ENL Night Nights, all information is translated into parents' home language using translation devices by a staff member.

The Writing is Thinking through strategic Inquiry (WITsi) method is used to scaffold the Engage curriculum. EngageNY is used for all students, including ELLs, to meet the needs of Regents and graduation. All teachers collaborate on Regents Inquiry and work together two times per week during department meetings. Inquiry on student work supports the teachers in finding deficiencies within the content area in skills and content. CCSS reflect knowledge and skills needed for students’ success in college and career readiness. Every lesson plan includes CCSS with the goal to improve and expand students’ comprehension and learning. Scaffolding techniques and routines used during lessons focused on
teaching academic content and literacy to ELLs. Some scaffolds that are unique to ELLs might utilize their home language to help them acquire the knowledge and skill of a new language. For example; the use of glossaries, dictionaries theme-related reading in home language, bilingual home language work and class routines that involve pair discussion in both their home language and English. Also, using their home language to figure out the meaning of unknown words in English. Furthermore, differentiated instruction is used to ensure students progress. Scaffolds such as sentence starters, word banks, supplementary questions and graphic organizers will gradually be removed as students progress.

SWD’s receive ENL in a setting which meets the needs of their IEPs for their content area classes. ENL/ICT classes for all grade levels co-taught by an ELA/ENL teacher cooperating with a SPED teacher have been implemented. All ENL/SWD needs are met in this ELA class. 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 Home Language Arts in Spanish and Bengali as appropriate. SIFE classes are served by a Bridges team including subject area teachers of math, social studies and ELA. Bridges programs have the following key components: A full day of sheltered classes; a theme-based Bridges curriculum in three 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, synced across the subject areas; usage and support of all students’ home languages. SIFE students also benefit from having their own print rich classroom. They have their own leveled classroom library with both fiction and nonfiction texts. Entering and SIFE students benefit from Ipads that allow them to practice their phonetic skills as well as writing by using multiple applications and programs.

There is separate tutoring for current and continuing SIFE students in all grades two days per week. One day for language acquisition in ENL/ELA and another to work on fundamental math and or science skills.

SIFE Academy/Newcomer Academy: The academy is for ELLs newly enrolled to John Adams. The instructional focus is delivered in 90-minute blocks of content area instruction targeting ENL, ELA, HLA, math, science, social studies and guidance topics. The program integrates subject matter through cultural experiences in New York City. Program delivery models include TBE and ENL Language Enrichment. Schools can enrich students’ home language and English by building skills through experiential learning, cultural experiences, and targeted instruction in ELA and HLA.

People’s Theater Project also offers enrichment to our Stand Alone ENL classes. Students learn to express themselves in theatrics and games in order to strengthen their communication while exploring relatable complex social issues.

“College and Career Ready” is to provide all ELLs in grades 9-12 with a program that will improve English language proficiency and advance content area learning. “College and Career Ready” is to provide all ELLs in grades 9-12 with a program that will improve English language proficiency and advance content area learning. Students participating in the Title III Program “College Ready” will have the opportunity to accumulate up to three credits towards graduation plus any additional credits they could make using APEX. College Now classes are also offered in ENL and other areas two days per week.

To help prepare the senior ELLs and former ELLs for college, the year begins with working on their college application essays. This was tied to the curriculum so that students could see models of the type of writing necessary for a narrative essay. Research skills were addressed to prepare them for college level writing. We discussed how to evaluate sources and determine credibility. We used databases to find credible sources, as they will need to do in college, and worked on analyzing sources on a higher level. Students learned how to write annotated bibliographies, outlines, and research papers. We worked on using higher level sentence stems and more college
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level analysis throughout the year. After school, students were able to come and work more on their research and improve their skills.

Students also had the opportunity to complete the Seal of Biliteracy capstone project. This was a four part project where students highlighted their skills in two languages, including a narrative reflection, research notes, writing assessment, and presentation. Students who completed the project received a seal on their diploma and can certify that they are biliterate.

Earning the New York State Seal of Biliteracy A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma*

B. In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn three (3) points in each of the two (2) areas listed below:

1. Criteria for Demonstrating Proficiency in English Point Value

2. Criteria for Demonstrating Proficiency in a World Language Point Value

1a. Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80, or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.

2a. Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards. 1 1b. ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT). 1 2b. Provide transcripts from a school in a foreign country showing at least three years of instruction in the student’s home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher. 1 1c. Complete all 11th and 12th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner. 1 2c. For students enrolled in a bilingual education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner.

Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s Seal of Biliteracy Committee to a panel of reviewers with proficiency in English. 2 2e. Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.

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
- Home Language Arts and/English literacy development for Students with Interrupted Formal Education (SIFE)
- Course recovery with State Approved program APEX
- Newcomer ELLs /New arrival
- ENL/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 that provide reduced student: teacher ratio 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 and Achieve3000,
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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 New Language. Teachers will work collaboratively to implement text based lessons that are aligned to the required content area courses syllabus.

**Immigration Youth Conference**

Trips will facilitate « Out of Classroom » learning experience across content area courses including ENL, 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. Students bring back experiences to share w/ their classmates and enhance their world to text connections. Students bring back experiences to share w/ their classmates and enhance their world to text connections.

**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 ENL. 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. Students can also attend workshop provided by immigrant nonprofits that allow them to explore more options given their abilities and interests.

Based on data and trends, due to passing grades on Regents, new support classes in all grade level content area will be considered for next year. For example, a support class in Living Environment will be taught by an ENL teacher, double Science in grade 9 and a double Global Studies class in grade 10.

Students can also attend workshop provided by immigrant nonprofits that allow them to explore more options given their abilities and interests.

ie: Make The Road, NYS Youth Leadership Council

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

**Senior ELLS have Entering and Emerging proficiency.** Specific support will be needed for language acquisition and in their content area classes. Support classes, co-teaching with ENL teachers and tutoring after school and on Saturdays will be some of the supports.

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.

Nine percent of Long Term ELLs are SWDs, specific instruction to support their needs will utilize scaffolds and best practices.

All Expanding students with a 80+ average will be part of a STEM ELL program. These students will be given ENL support and mandated minutes, but will also receive the appropriate enrichment in all content areas. This will improve student outcomes and enrich their instruction with the mandates of being college and career ready.

Students will receive classes to provide ELLs with exposure to technology and computer science. These classes will explore impact technology has had on the past, present and future of our society. Students will have a new understanding of how technology operates, the widespread
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impact it has across the media, health, business/economic, family, political and education sectors within our world. This will maximize a student’s potential and ensures that students are well-equipped to meet the challenges of the future in the world around them.

Code.org’s Computer Science Principles is an introductory Advanced Placement (AP®) course designed to broaden participation in computer science. Code.org is recognized by the College Board as an endorsed provider of AP® Computer Science Principles curriculum and professional development. The course has been reviewed by the College Board and is pre-approved.

Unit Overview

Code.org is a 501(c)3 non-profit dedicated to expanding participation in computer science education by making it available in more schools, and increasing participation by women and underrepresented students of color. The Code.org vision is that every student in every school should have the opportunity to learn computer programming.

and teaching tips-and-tricks videos for teachers

• Code Studio—a learning platform where students interact with lesson materials and tools, and where teachers access a dashboard to see student work and progress
• App Lab—a JavaScript programming environment in Code Studio, designed for creating event-driven web apps with block-to-text workspace and debugging capabilities

Unit 1: The Internet

Learn how the multi-layered systems of the Internet function as you collaboratively solve problems and puzzles about encoding and transmitting data, both ‘unplugged’ and using Code.org’s Internet Simulator.

Unit 2: Digital Information

Use a variety of digital tools to look at, generate, clean, and manipulate data to explore the relationship between information and data. Create and use visualizations to identify patterns and trends.

Unit 3: Algorithms and Programming

Learn the JavaScript language with turtle programming in Code.org’s App Lab. Learn general principles of algorithms and program design that are applicable to any programming language.

Unit 4: Big Data and Privacy

Research current events around the complex questions related to public policy, law, ethics, and societal impact. Learn the basics of how and why modern encryption works.

Unit 5: Building Apps

Continue learning how to program in the JavaScript language. Use Code.org’s App Lab environment to create a series of applications that live on the web. Each app highlights a core concept of programming.

Unit 6: Performance Tasks
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Design a project plan, then work on and complete your AP® Performance Task projects.

Saturday Academy:
In the Saturday Academy, classes will meet for five hours from 8:00 a.m. to 1:00 p.m. each week, per term, October through January and March through June. Students will work with content/subject area specialist/teacher and an ENL/ELA teacher who will facilitate their work in ELA, Science, Social Studies or Mathematics.

All students participating in the program receive an invitation in a content area class at the beginning of the semester and work to complete the necessary number of hours for credit accumulation. 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 as part of the acceleration process that is embedded in the program goals. Students will meet for eleven weeks completing more than the 54 hours of instruction needed to receive credit in that subject area. (improving cred acc and grad rates)

Speakers that can provide students w/ info on certain topics/or motivate them in some way. For example: Angy Rivera -> main subject of the documentary "No le diagas a nadie" (Don't tell anyone)

Guadalupe Ambrosio Educator/Co Director of NYS Youth Leadership Counsel
To provide support with over age under credited ELLs
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 take place during the regular school day to make sure students are on track and receive proper credit and stay motivated. They will also 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.

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. ENL classes will be given to parents, guardians and other adults in the community improving cred acc and grad rates Classes to help with language acquisition as well as life skills will be given for 3 hours every Saturday for 25 weeks.

After School Program
The After School Program will have ENL students take tutorial classes Mondays through Thursdays after their regular school day, one hour for Academic language in all subject areas will be used to better prepare the students with their upcoming Regents. The classes will be conducted by teachers who are certified Content Area Bilingual and/or ENL teachers. The focus of the program is oral language development, vocabulary acquisition, listening, reading and writing skills integrated within a thematic approach. The language of instruction will be English
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with various scaffolds and differentiated instruction. The ELLS will also 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, Bengali 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 ENL, ELA, Math, Foreign Language, Living Environment and Social Studies. These classes will be in English, Spanish and Bengali to prepare for the Regents.

After school clubs will be used for cultural awareness among the diverse communities, ENL club, crafts, sports and after school homework help. The Fusion club, ASPIRA, South Asian club Teachers will be provided training with necessary training for leadership skills

IE The Dream Teach meetings

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 Scaffolded Instruction for ELLs
WIT PD and activity books
College and Career Readiness

Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension
Paying For College: Understanding Financial Aid
Yes I Am Accepted! College Selection Guide

- ENL 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
- Common Core readers for classroom libraries

- Readers in Home Languages to support the Home Language classes and literacy

- online learning systems for instruction and independent reading libraries

ThinkCerca, Reading Horizons, Reading A-Z will be used to supplement reading texts.

EngageNY Curriculum is used for all ELLs in ENL/ELA classes. CCLS-aligned instructions, students will readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They will habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They will actively 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. The use of WIT activities will be used to scaffold the EngageNY curriculum and make it accessible to all students.

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

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

In order to serve our students who are over aged and under credited, we have the Seniors Academy program which supports these students through intensive guidance intervention and an accelerated academic program. This population is given the support they need to succeed through smaller class 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, guardians and families are informed and are active participants in all areas of school. Some of the ways of engaging parents are sending a school newsletter in different languages, meetings and workshops. The parent coordinator and the executive board of the Parents Association work collaboratively to further strengthen communication with parents, doing outreach to parent population.

Bilingual workshops

All notifications and tutoring schedules are sent in parents Home language via phone calls home, texts via kinvolved, skedula, and mail. Any mailed notifications are sent backpacked in English with parent HL on the reverse side. At monthly ENL nights and all parent nights, information is given in English and translated into all languages by staff members of translation services.

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, bilingual coordinator, ELL coordinator, directors, teacher leaders, PCTs, Urban Arts, People's Theatre Project, Field Support, 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.

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**Part C: Professional Development**

School-based professional development that supports teachers in using the Danielson Framework for Teaching as part of the observation and feedback cycle is to propel professional growth. The ENL Department Common Planning Time includes work time to ensure that ENL/LOTE Teachers leave with a collection of strategies and resources that will foster improved student learning through developing a culture rooted in effective teacher practice. ENL 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 ENL/LOTE, and Compliance. Weekly ENL/LOTE Professional Development is determined by monthly target goals and in response to teacher observation, evaluation, feedback and support. Specific, targeted skills and their proven outcomes are shared with teachers during these meetings.

ENL PD takes place every Monday each week; Wednesday, Thursday every other week within departments. Every other week smaller learning communities meet on Wednesdays, Thursdays. Attendance is taken at each meeting and stored in a binder with the agendas for that meeting time. Every Monday the AP meets with the department for one hour. On Wednesdays and Thursdays, meetings are held for 45 minutes.

PD is also given one time a week through the Peer Collaborative teachers. There are 5 PCTs at John Adams so teachers have the opportunity to receive 5 more professional learning each week. The UFT center also offers PD.

It is the intention of John Adams High School to provide quality instruction to English Language Learners. If teachers plan and implement lessons that meaningfully engage students with rigorous skills that is content based, along with giving actionable feedback, then students will be able to revise and develop critical thinking skills and ownership of their learning. This requires general education teachers, ENL, bilingual teachers and non-pedagogic staff to be skilled in a variety of curricular and instructional strategies in supporting ELLs as they engage in the Common Core Learning Standards. All teachers need to become familiar with the areas in which ELL students may encounter challenges in a school’s curriculum. They need practical, research based information, resources, and strategies to teach, evaluate, and nurture ENL students. The PD plan will provide substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs. The PD plan will include the following essential components:

A process for integrating teachers’ understanding of academic content and ENL proficiency standards with instruction in teaching methods and assessments.

Methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible through the different modalities: speaking, listening, reading and writing.

Guidance on how to effectively implement strategies that simultaneously integrates language acquisition, language development, and academic achievement.

Exposure to why increasing academic achievement of ELLs is dependent upon multiple instructional approaches or methodologies.

Providing a strategic toolkit for teachers, which offers ways to enhance and improve instruction for struggling students while appropriately challenging more advanced learners, based on feedback and assessment results.

Cultural awareness opportunities for educators to understand and appreciate students’ different cultural backgrounds so they can maximize achievement opportunities for ELLS. This will help to promote diversity pursuant to the Dignity for All Students Act (NYS initiative, effective July 2013)

Co-Teaching Strategies: intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.
**Part C: Professional Development**

Visitation to highly effective teacher using challenging and innovative approaches for the ELLs Draft of Monthly PD Plan for Teachers of ELLS and all other students:

September/October: Identifying ELLs and Language Proficiency: participants will gain an awareness of the various characteristics of Newcomers, engage in activities to promote a supportive learning environment for ELLs, understand how the different stages of new language development within each modality impact instruction, apply strategies to develop critical thinking questions.

Strategies that Promote reading: interacting with texts

WITSi: baseline assessment and analysis, sentence strategies, strategic inquiry cycle 1

November/December: Co-Teaching Teams: ELL Teacher + 1 – Effective collaborative team teaching (CTT). Participants will learn about the different co-teaching models, collaborative instructional planning.

Strategies that Promote Cultural Awareness:

Vocabulary Acquisition Strategies: Variations of Marzano, Kate Kinsella, Graffitti Wall

WITSi: sentence strategies, strategic inquiry cycle 1

January/February: Questioning and Discussion Techniques for ELLs in the classroom, The Question Formulation Technique, How to Cultivate Critical Thinking

WITSi: sentence/paragraph/essay strategies, strategic inquiry, cycle 2

March/April: Assessment and feedback Strategies Using Rubrics, Trackers and the Common Core – (self, peer to peer, teacher/student)

WITSi: sentence/paragraph/essay strategies, Parallel Revision, strategic inquiry cycle 2

May/June: Regents Preparation – supporting ELLs to produce on demand academic writing

WITSi: sentence/paragraph/essay strategies, end of strategic inquiry cycle 2

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

WITsi 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: WIT 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 Scharff (WITSI)

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 Grant Demonstration Site Visits
- Attendance at the:
  - Annual ELL Math Conference
  - SIFE/Long-term ELL Symposium
  - ELL Writing 5-Day Institute
  - Demystifying ELL Data
  - Annual Dual Language Program
  - Annual LOTE Conference
  - Smartboard Training
Part C: Professional Development

- BETAC Professional Development Workshops
  - Department of ELLS Professional Development Workshops
  - Supporting SIFE in content area classrooms
  - WISTI Training at NYU
  - Supporting Academic Conversations with Jeff Zwiers

Supporting SIFE in content area classrooms
WISTI Training at NYU Supporting Academic Conversations with Jeff Zwiers
- ELL Literacy Leadership Institute
- Dual Language Symposium
- Teaching Content to ELLs
- 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 Department of ELLS including QTEL. In an effort to continue to develop teacher practice and support the work of teachers in the SIFE program, participating teachers attend the Quality Teaching for English Learners (QTEL) Five-Day Institutes: Building the Base, ELA, ENL, Math, Science.

The Mathematics teacher selected to provide Mathematics instruction to the SIFE students in the extended week program and Saturdays will attend 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
  - ELL Writing Five-Day Institute

To support ELLs as they engage in the CCLS, lessons are prepared collaboratively with ELA teachers. EngageNY curriculum is used by all students.

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 is provided by assistant principals, bilingual coordinator, ELL coordinator, directors, teacher leaders, PCTs, Urban Arts, People's Theatre Project, 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 ENL Department Common Planning Time includes work time to ensure that ENL/LOTE Teachers leave with collection of strategies and resources that will foster improved student learning through developing a culture rooted in effective teacher practice. ENL 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 ENL/LOTE, and Compliance. Weekly ENL/LOTE Professional Development is determined by monthly target goals and in response to teacher observation, evaluation, feedback and support.
## 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

**Parent Component/ENL 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 ENL 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. Family Engagement in activities such as award ceremonies, multicultural events and Open Mic are some ideas to be facilitated. Parent outreach in all languages, by school staff or translation services, is done every Tuesday. Notifications to parents concerning attendance are sent in parents home language through Kinvolved, Skedula and bilingual teachers to ELLs and non-English speaking parents of mainstream students. Information at these events is translated using translation devices by staff members. 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 ENL class was popular among our ENL 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 all the John Adams website and all social media will be translated in all parent languages. In addition school phone calls will be made parent home languages.

- 3 hour Saturday classes in ENL
- 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.

All parent sessions take place once a month in the evening. Attendance is taken and kept in a binder with that meeting's agenda.
## Part D: Parental Engagement Activities

**Parent Workshops**
- CPR (4X per year) October, November, March, April Saturday from 9AM-1PM
- Monthly Paint Night 1 per month October - December, February - May 6-9 PM
- Weekly Computer Application Workshops 22 weeks 6-9PM
- Tax Information Night January 6-9PM
- Portrait Night (4X a year) November, December, March, April 6-9PM
- ENL Adult Literacy
  - Every Saturday from October to May 9AM - 1PM

ENL Saturday school is offered for parents of all proficiency levels. English as a new language is taught as well as activities to engage parents. For example: Story Studio, Life Skills and speakers. Each week attendance is taken and placed in a binder with the lesson plan for that day. Translation services are always used.

This year we hope to offer another movie screening about a different related topic. We wish to include a panel of students and parents who can tell their related stories. Multicultural refreshments will be served.

We also plan to repeat our successful multicultural event where students, parents and teachers can showcase fashion, food, arts, dance and song from the many countries represented at our school.

Attendance is taken and kept with the program from that event.

### Parent Engagement

**SEPTEMBER**
- New Student Orientation
  - 349 families
- Paint Night
  - 52
- Senior Info Night
  - 106 families

**OCTOBER**
- Basic Computer
  - 17
- Basic Computer
  - 18
- Paint Night
  - 11 families
- Basic Computer
  - 16

**NOVEMBER**
- Junior Night
  - 23 families
- Basic Computer
  - 19
- Family Portrait
  - 11 families
- Meditation & Biofeedback
  - 6 families
- Basic Microsoft Word
  - 16
- Portrait Night
  - 11 families
- Basic Word
  - 16
### Part D: Parental Engagement Activities

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECEMBER</td>
<td>Paint Night</td>
<td>9 families</td>
</tr>
<tr>
<td></td>
<td>Basic Word</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Basic Excel</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Basic Excel</td>
<td>15</td>
</tr>
<tr>
<td>JANUARY</td>
<td>Paint Night</td>
<td>14 families</td>
</tr>
<tr>
<td></td>
<td>Basic Excel</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Basic Excel</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Yoga</td>
<td>1</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>Basic Excel</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>CPR</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Advance Excel</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Family Portrait</td>
<td>17 families</td>
</tr>
<tr>
<td></td>
<td>9th grade info night</td>
<td>117 families</td>
</tr>
<tr>
<td></td>
<td>Paint Night</td>
<td>15 families</td>
</tr>
<tr>
<td></td>
<td>Basic Excel</td>
<td>11</td>
</tr>
<tr>
<td>MARCH</td>
<td>Fitness</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Advance Excel</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>CPR</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Advance Microsoft Word</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Fitness</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Advance Word</td>
<td>11 families</td>
</tr>
<tr>
<td></td>
<td>Family portrait</td>
<td>15 families</td>
</tr>
<tr>
<td></td>
<td>10th grade info night</td>
<td>92 families</td>
</tr>
<tr>
<td>APRIL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part D: Parental Engagement Activities

- Advance Word 11
- Advance Word 9
- Paint Night 31
- Junior Info night 67 families
- Portrait night 10 families
- Advance Word 9
- CPR First Aid 11

**MAY**
- Junior College Night 56 families
- Advance Word 11

### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>1. Per session</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>2. Per diem</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Purchased services</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Travel</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Other</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Queens</td>
<td>480</td>
</tr>
</tbody>
</table>

School Name: John Adams HS

**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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Scanlon</td>
<td>Breina Lampert AP ENL/LOTE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Scherr</td>
<td>Shirlene Magnan/ENL Coordinator</td>
<td>Kristofer Bustillo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yaneris Carbone/SpanishBilingu</td>
<td>Rosemary Pagan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Skiddell/ENL</td>
<td>Danielle Dascher</td>
<td>Michael Alcoff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielle Dascher</td>
<td>Laura Brown</td>
<td>Salamon Chowdhury/SS Teacher</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>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]</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**D. Student Demographics**
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
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</tbody>
</table>

This school offers (check all that apply):

- **Transitional bilingual education program (TBE)**
  - Yes ☒
  - No ☐
  - If yes, indicate language(s): Spanish and Bengali
- **Dual language program (DL)**
  - Yes ☐
  - No ☒
  - If yes, indicate language(s): Albanian, Arabic, Chinese, Tagalog, Dutch, Fulani, Haitian Creole, French, Hindi, Punjabi, Urdu, Vietnamese
- **Freestanding ENL**
  - Yes ☒
  - No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE Spanish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>TBE Bengali</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
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<td>DL</td>
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<td>8</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   John Adams uses data from multiple sources, such as the NYSESLAT, monthly assessments, attendance, and Regents scores. These sources inform our teachers about what they need to know to make informed decisions to support students.

   At the beginning of the year, teachers use NYSESLAT scores to strategically group students based on grade and proficiency level. As the year progresses, teachers use school-wide monthly assessments, both in the content and for the language
proficiency, to track student progress. Using these assessments, teachers use the data for enrichment and deficient areas with each student or groups of students. This year we will be using the Periodic Assessment to align assessments with the NYSESLAT.

Formative assessments are used every day to monitor student progress in all content area classes. Teachers track students progress through teacher created assessments. In conjunction with the EngageNY curriculum, teachers use WITSi scaffolds to increase student achievement in writing. Other examples include the following:
Anticipatory guides
Think-Pair Shares
Do Nows
Quick Writes
Exit Slips
Questioning/Discussions Prompts
Self and Peer feedback using student friendly rubrics and checklists
Student and Teacher Trackers

2. What structures do you have in place to support this effort?
Using the Inquiry process, during designated weekly meetings, teacher teams collaborate and look at student work, so they can identify gaps from the assessments. This ensures that the needs identified will be met and used as guidance for future lesson planning. Monthly assessments are used to identify learning gaps and support student learning.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
Summative assessments are used monthly with content language and English proficiency. Each content uses a Regents based monthly assessment and at the same time ELLs use a monthly assessment similar to NYSESLAT. HLA is used in Spanish, Bengali, Hindi and French to support ELLs and former ELLs. Assessments in the home language are also used to support and enrich all students. The English common core curriculum is used as the support and reference for HLA. During department time, teachers use the Inquiry process to look at student work. Based on the data, an area of focus is chosen to work on with different groups of students. Teachers then update future lesson plans to ensure that the needs identified through the area of focus are met. Formative assessments are used every day to monitor student progress in the target area and the monthly summative assessment, teachers are able to track how students progress and ways to improve their supports and scaffolds. This data also allows teachers to determine high achieving and struggling students. Based on student scores on the assessments, teachers create individualized supports and activities that best meet the needs of each student.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Every week, teacher teams meet as a department after the assessment. These teams meet two times a week every other week. On the opposite week, teachers meet in smaller learning communities. The teachers from all content areas meet twice a week and look at data across all content areas. During department time, two times a week, teachers use the Inquiry process to look at student work. Based on the data, an area of focus is chosen to work on with different groups of students. Teachers then update future lesson plans to ensure that the needs identified through the area of focus are met. Formative assessments are used every day to monitor student progress in the target area and the monthly summative assessment, teachers are able to track how students progress and ways to improve their supports and scaffolds. This data also allows teachers to determine high achieving and struggling students. Based on student scores on the assessments, teachers create individualized supports and activities that best meet the needs of each student.
enrichment supports and activities that best meet the needs of each student. Teachers remove scaffolds and create extension activities to further challenge high achieving students, as well as target their areas of struggle. Teachers also create extra supports and scaffolds for struggling students, using school-wide supports such as Writing Is Thinking through strategic inquiry (WITsi) strategies, Marzano vocabulary techniques, additional modelling, co-teaching, sentence stems, and Cornell notes, student and teacher trackers.

5. How does your school use 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.] N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

On a school wide level, the Resi and New Visions Data Sorter is used to identify at risk students who specifically need improvement in attendance, credit accumulation, and or regents. On a departmental level the RLAT and ELL Data Analysis Tool (EDAT) are also used to inform ELL programs. NYSESLAT raw scores are used to group students within proficiency levels and understand if they are at the high or low end of that level. These findings support instructional needs in instruction.

The RESI and New Visions Data allows school staff to yield student summarizing information that provides the students' progress toward graduation and college readiness.

The RLAT captures the students' individual NYSESLAT scores (for past 3 years) in listening, speaking, reading and writing and includes the student’s English proficiency levels. The data in the RLAT allows our team to place ELLs in programs that best fit their needs; plan strategic heterogeneous and homogeneous linguistic groupings; determine how much instructional time should be spent in the native language and the target language of English and, determine the most suitable amounts of instructional time for English as a Second Language and English Language Arts, Social Studies, Science or Math.

The information from the ELL Data Analysis Tool (EDAT) captures English proficiency and levels, home language, years of service, attendance, credit accumulation, content area performance and indication of risk factors. The EDAT allows our department to project a student’s status through the school year. Teachers are able to make data driven decisions about instruction and programming. Additionally, our team specifically uses the EDAT for the use of effective design of instructional programs and interventions for our ELL subgroups (SIFE, Newcomer, Long Term, and Former ELLs). Support classes are given to all ELLs depending on English proficiency and Regents needed.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

All teachers of ELLs are housed in the Newcomers Smaller Learning Community. At the beginning of the year, teachers use NYSESLAT scores to strategically group students based on grade and proficiency level. As the year progresses, teachers use school-wide monthly assessments, both in the content and for the language proficiency, to track student progress. Using these assessments, teachers use the data to move student through different proficiencies.

The teachers from all content areas meet twice a week and look at data across all content areas. During department time, teachers use the inquiry process to look at student work. Based on the data, an area of focus is chosen to address with students. Teachers then incorporate the discoveries from the data to address the gaps in student learning. Formative assessments are used every day to monitor student progress in the target area and the monthly summative assessment, teachers are able to track how students progress and ways to improve their supports and scaffolds. This data also allows teachers to determine high achieving and struggling students. Based on student scores on the assessments, teachers create individualized supports and activities that best meet the needs of each student. Teachers remove scaffolds and create extension activities to further challenge high achieving students, as well as target areas of growth. Teachers also create extra
supports and scaffolds for struggling students, using school-wide supports such as Writing Is Thinking through strategic inquiry (WITsi) strategies, Marzano vocabulary techniques, additional modelling, co-teaching, sentence stems, and Cornell notes.

## Part IV: ELL Programming

### 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.**

   John Adams High School has a large population of ELLs including two Bilingual Programs (Spanish and Bengali) and a standalone ENL program. All SIFE students travel in a block of classes with content areas which includes 2 ENL classes and an ELA class and a Social Studies class. Math is taught within a common core algebra class for ELLs in the 9th grade. All ELL instruction is grouped homogeneously by grade and NYSESLAT Level. For instance, all ELA classes are taught by grade using EngageNY Curriculum and scaffolded for the NYSESLAT Level. (Ex. EES81 is Entering QN1, Emerging QN2, Transitioning QN3, Expanding QN4 and Commanding level is taught in mainstream ELA by an ELA/ENL licensed teacher when possible (with a 2nd period elective taught by an ENL/content teacher). There will be a double period science class in grade 9, a double period global studies class in grade 10, a double period ELA class in grade 11. These classes will support ELLs in language acquisition as well as content.

   Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among the students. As per CR Part 154, there are 2 types of ENL, Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

   At the secondary level, ENL is departmentalized; ENL teachers plan carefully with general education teachers to ensure curricular alignment and continuity of instruction. All content classes are taught by a bilingual content teacher, an ELL certified Content teacher or co-taught by an ENL and content teacher.

   Student understanding of English while learning classroom content, as well as offer English-proficient peers to serve as language models. Teachers need to be credentialed in the content area and have an ENL license. Such dually certified teachers can also provide the mandated integrated ENL units required for all ELLs. Math, science, and social studies classes are taught by a teacher credentialed in a content area in order for students to receive the proper credits for graduation. All teachers at John Adams are given professional development in ENL strategies. Instructional ENL methodologies and content-area expertise complement one another to facilitate and accelerate both English language and content learning for ELLs. Also, ENL teachers receive professional development on differentiating instruction, especially since most classrooms are composed of students with varying levels of English proficiency and subject area expertise in content areas other than ELA. The ELL team at John Adams brings a diverse expertise to our school. Teachers with multiple credentials, licenses, and extensions offer the school community additional flexibility to meet student needs. We use the multiple human and fiscal resources that accelerate ELLs’ academic English.
language proficiency and content-area mastery. For instance, each program model taps into and enhance ELLs’ existing home language skills. Programming that clusters cohorts of ELLs with the same home language background in subject area classrooms allows students to access content by interacting with each other at varying levels of language proficiencies. Teachers with groups of ELLs who have a common home language organize collaborative tasks that target content and generate interactions in the home language among peers. Tasks are enriched with academic English language development. Also, home language resources (libraries, texts, technology, primary resource materials) are available in the classroom and in the school’s library.

At John Adams HS we offer home language arts (HLA) classes whenever possible. The more literate students are in the home language, the stronger and more expedient their transition to academic English proficiency. Even schools with ELLs served through freestanding ENL classes can group students who share a common language together for a home language arts class.

b. **TBE program. If applicable.**

As per CR Part 154.2, our Transitional Bilingual Education (TBE) program at John Adams High School is designed so that students develop conceptual skills in their home language as they learn English. All instruction is Common Core-aligned to accelerate student achievement.

Our transitional bilingual education program includes the following:
- an ENL component designed to develop skills in listening, speaking, reading, and writing in English
- a minimum of 2 content-area courses/subjects in the home language and English at the entering and emerging levels
- a home language arts component designed to develop skills in listening, speaking, reading, and writing in the students’ home language while cultivating an appreciation of their history and culture
- all of the students in a TBE program share the same home language.

This year a new program will be integrated for the Expanding and Commanding ELLs.

As students (all ELLs) develop English language skills, time in the home language decreases. When ELLs reach commanding on the NYSESLAT, they are placed in a monolingual class in English with home language supports. In TBE programs, students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English.

At the entering level, TBE students receive 75% of instruction in their home language and 25% in English. As a student’s English proficiency increases, more of his or her instructional day is spent learning in English. In our TBE program, teachers must make several considerations when determining which language is best to teach certain concepts. Teachers must consider carefully the rigor of instruction, student familiarity with concepts in the home language and English, and the academic language required for using and mastering concepts. When determining the amount of home language and English language used in instruction, teachers consider a number of factors including, but not limited to students’ proficiency levels, educational backgrounds content knowledge, and home language literacy skills. This allows for differentiated instruction that meets the individual student’s needs.

c. **DL program. If applicable.**

n/a

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)?

   TBE teachers are critical to ELLs’ transition from home language to English since they serve as language models for both; therefore, they must demonstrate strong academic language proficiency when delivering instruction in either language. These teachers ensure that ELLs are familiar and comfortable with reading and writing by helping them develop strong literacy skills.
in their home language simultaneously. Since many students in our programs come from many different educational backgrounds for example, Private schools or public schools in villages in Bangladesh. Also, TBE teachers instruct students with various levels of content mastery and literacy development. TBE teachers face the challenge of instructing students with different proficiency levels in their home language as well as in English.

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.

In JAHS’ transitional bilingual Bengali and Spanish and ENL models all utilize somewhat similar strategies and skills to support our ENL students to guide them to proficient use of the target language. Our curricula is implemented to align with Common Core Learning Standards that focuses on students’ critical thinking and problem solving skills to support the academic and linguistic demands in core content areas. The strategies and skills learned are relevant to the real world and communication in both academic and social settings. John Adams integrates curriculum from New Visions and Engage models to meet the academic rigor promoted by the Common Core Learning Standards.

John Adams teaches integration of literacy-related instructional strategies facilitating student learning in all content areas through writing, reading, listening and speaking and the use of technology. Across all content areas and programs learning material is delivered with explicit instruction and teacher modeling, and then continued with scaffolding and assessing student learning through independent and/or group work. Lessons are planned with rigorous instruction for student-centered classrooms moving toward students taking ownership of their own learning through rubrics, trackers and self and peer evaluation. To foster student independence in comprehending content material, teachers utilize strategies including: activating prior knowledge, think-pair-share, graphic organizers, accountable talk stems, multiple entry points through vocabulary, group work, sentence stems and modifying the text. It is critical for teachers to embed the strategies into the content that is being taught which is aligned with the state standards, district curriculum, school mission and grade-level goals.

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

ELLs are appropriately evaluated in their home language throughout the year. They receive HLA in Spanish, Bengali, and French. Students receive a monthly assessment in their HLA class which is aligned with the ELA Regents. Monthly assessments measure student growth in their speaking, reading, listening and writing skills. HLA Spanish students take the ELE exam to analyze their progress in reading Spanish. SIFE students receive HLA in Spanish or Bengali to support their needs in language acquisition.

5. 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

A. SIFE

Upon entering John Adams High School newcomers are interviewed and asked questions about their school history to determine if they are SIFE. Then they are given the MLS test. Students who score below 3rd grade reading level are placed in the Bridges to Academic Success program. Bridges is a pre 9th grade sheltered program. The curriculum includes classes in ELA, Foundational Language and Literacy, Math, Science, and Social Studies designed to meet the needs of these students and prepare them to participate in the secondary classroom.

Designed with an integrated language and content learning approach, The Bridges curriculum reflects bestpractice for English language learners who cannot lose time learning English before they learn academic content. By creating an interdisciplinary set of materials across the four subject areas around common themes, the instruction reinforces conceptual knowledge,
vocabulary, and oral language development. Specialized for low literacy students, the lessons are geared for students who need substantial support in accessing the content topics and in learning to read, speak, listen, and write in English, a new language to all.

The curriculum incorporates visuals (e.g., photos, illustrations, video clips), readings adapted to the low-proficiency levels of the students, activities to build writing skills appropriate to the content area, and unit projects that allowed students to demonstrate the knowledge they were gaining over time. Student collaboration is a key tenet of instruction. Recommended techniques and learning routines are included as teacher supports. The curriculum is based on the New York state standards of elementary and middle school subjects to determine appropriate skills and topics the Bridges students would need to learn so they would be better prepared to access the regular 9th grade curriculum the year following Bridges. It is aligned to common core and language development standards. The curriculum also helps students learn academic study habits.

Across the different disciplines instructional methods are used. These routines are central to targeting the academic needs of SIFE. Some of these methods are the following.

Part of becoming an engaged learner involves cultivating the ways of thinking that are integral to academic literacy. These methods support students to externalize, through dramatization, role play and routine oral practice, the ways of thinking, questioning and evaluating that need to be internalized to build their academic literacy. The ELA Bridges curriculum is divided into part 1 and part 2. The goal of ELA Part 1 is to expose students to rich language and content through challenging and rigorous informational and narrative texts. The focus of ELA Part 2 is learning to read and write and draws on both the Foundational Skills and ELA Skills. Students are assessed in both reading and writing in English. Students rotate through four centers, each of which targets a specific area of language and literacy differentiated to match the student’s’ goals. Students are actively involved in setting goals to advance their reading, and the centers provide the space, through applied practice, to build fluency and competence and foster independence and self-regulation.

b. Newcomer

Entering/Emerging: In order to help newcomer students who have no or limited exposure to English build their language skills so that they can access and engage in content, teachers use a variety of strategies. For vocabulary building, some effective strategies include creating a classroom word wall that incorporates translations from the students’ home languages; personal dictionaries (student-generated) using the Marzano formatting that includes the vocabulary word, definition in English, home language translation, and an image and/or sentence that uses the given word; and classroom labeling (where different parts of the classroom are labeled in English and also the students’ Home language. Also, as a pre-reading exercise, students are provided with images that relate to the vocabulary words relevant to the text. For lower proficiency Entering students, the teacher provides the students pre-annotated texts so the students have definitions for important words available on the handout. In order to help students both access content and improve their sentence writing skills, teachers use various WIT activities, including one in which students must identify whether a set of words is either a fragment or a sentence and then repair the fragment using relevant text details and proper punctuation and capitalization. This particular activity enhances students’ understanding of the text and also allows students to practice writing grammatically correct sentences.

Transitioning: English Language Learners who are Transitioning may work more independently than lower proficiency ELLs. However, they still require scaffolds in order to have success in the challenging curriculum and increase their CALP (Cognitive Academic Language Proficiency). Like Entering and Emerging students, Transitioning students require vocabulary support, so teachers use many of the strategies mentioned above. However, Transitioning students are expected to begin writing their own well-developed paragraphs. These students receive scaffolds at the beginning of the academic year to facilitate their writing (e.g., paragraph outline that provides students with the topic sentence and/or conclusion sentence) that are removed as they progress during the year.

Additional Strategies: The following is a comprehensive list of strategies that ENL teachers incorporate in their instruction to promote student language acquisition:

Masterful Reading: As the students are exposed to rigorous texts from the beginning of their academic careers, it is necessary for the teacher, a fluent English speaker, to model reading a text with correct intonation and enunciation for ELLs. In order to increase students’ comprehension, teachers give a masterful reading of the text (a minimum of two readings) during instruction. Before the second reading, the teacher provides students with a focus question that will lead them to the aim is introduced; during the second reading, students annotate the text for details related to the question. Depending on the class, teacher might need to read the text for the third time and then have a discussion about students’ responses before moving the activity.

WIT: All students are introduced with WiTSI in a sequence; i.e. first sentence expansion and after mastering it sentence
combining activity will be taught to them. Entering and Emerging students may get simplified worksheets and even fewer numbers than the Transitioning group. Teachers will model in all cases at all times. The first two groups may also get paragraph numbers added to their worksheet as part of scaffolding so that they can complete the task without frustration. For appositive activity, the first two groups may receive the worksheet as matching or have a word bank while the Transitioning students will complete the activity individually without that scaffold.

c. Developing (3-6 years)

Across content areas and different programs developing ENL students’ language abilities and skills are improved through fostering their habits to use academic vocabulary and linguistic structures. This is completed through referring to synonym charts, accountable talk stems; and using graphic organizers, WITsi strategies, peer evaluation and targeted teacher feedback with rubric, text scaffolding through chunking, purposeful groupings, vocabulary bank, sentence stems and frames. Writing is differentiated through WITsi paragraph and/or multi-paragraph outlines, entry points are given through vocabulary banks, sentence stems and content clues and group discussions. Reading comprehension of academic texts is scaffolded by teachers activating background knowledge through pictures, videos, quotes and different realias. Next, that knowledge is used to segue into reading and comprehending the text. To further comprehension and use the text to improve students’ language abilities, teachers extract complex sentence frames and Tier 2 vocabularies from the text that have high word frequency. Teachers solidify their usage through explicitly highlighting and using the targeted Tier 2 vocabularies in their own speech and writing, students learn through examples on how to utilize it in their own speech and writing. Fluency is always gained through repetition and increased exposure, so teachers are vigorous in their word and sentence choices when speaking and writing. The constant exposure and reminders for student integration allows for a fluid transition into students’ speaking and writing. Differentiated instruction means teaching the same material to Long Term ELLs using a variety of instructional strategies and delivering lessons at varying levels of difficulty based on the ability of every student. Formal assessment is an essential part of this method. Students in class are grouped by shared interest, topic or learning ability. Classroom teachers create a safe and supportive environment continually assessing and adjusting their lessons to meet students’ needs. Student trackers are used and students use self-assessment trackers in order to keep up with their learning and to watch their progress in the content area. Some differentiated instructions that are being used for Long Term ELLs are:
- matching vocabulary words to definitions, Word Walls, dictionaries/ Marzano dictionaries;
- reading, annotating the assigned passage and answering related questions/focus questions;
- identifying an author’s position and providing evidence to support this viewpoint;
- chunking context;
- text scaffolding/annotation;
- reading stations with flexible grouping;
- different entry points (exploration of a given topic through different activities);
- ‘traffic lights’
- tiered activities where the teacher keeps the concepts and skills the same for all students, but provides varying levels of complexity.
-Student trackers
-Teacher trackers

Teachers vary whole-class instruction by teaching small groups based on students’ learning profiles, heterogeneous or homogeneous grouping.

Like all of our ELL subgroups, John Adams teachers use multiple strategies depending on student needs. Teachers ensure that former ELLs received the support they need through using multiple forms of assessment, both formative and summative, to track student progress and see what areas they need support in. Teachers ensure that they have appropriate language objectives for each lesson so that all students can appropriately access the content. Some differentiation techniques commonly used with former ELLs are the use of modeling, new vocabulary strategies, graphic organizers, and think/pair/shares. These strategies help the students better access the content and share their thoughts and ideas in English. Because these students have a high English proficiency, teachers use techniques to help students write more complex sentences through more specific vocabulary, subordinating conjunctions, and various sentence types. Teachers also use more open ended discussion techniques, such as socratic seminars or debates, to help push student thinking. Now that they have
the language to better discuss their thoughts, students are able to facilitate class discussions on their own with minimal
teacher support. Additionally, teachers remove supports that are no longer necessary. For example, teachers show students
how to personalize their writing and add their own voice through no longer relying on the sentence stems they learned in the
past, and writing it in their own words. Teachers show students different ways to write the same sentence, and how they need
to write it using their own voice by changing it and not always writing it the exact same way. Teachers also remove some scaffolds
in reading through having more independent reading assignments and having students create their own questions about the
text for their discussions, instead of teacher-made questions.

6. 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?
Students with Disabilities/ are placed in an integrated co-teaching class with a dual licensed ELA/ENL teacher and a
SWD teacher. All ELL and Students with Disabilities use the same reading material, Engage NY curriculum. Depending on the
needs of the students some of the strategies to support and enhance their learning are creating a word wall, Marzano
vocabulary worksheet, sentence frames, matching, modeling, word bank, masterful reading, various graphic organizer namely
sequence chart, timeline, story map and WiTSI activities etc. Since students are taught Engage materials, all readings are
Common Core aligned. Also, students receive scaffold suggested by Engage as well.
One strategy to assist student reading comprehension is through chunked reading texts. This consistent method is used to
ensure students have complete grasp of material to then continue with a thorough analysis. For example, during a Romeo and
Juliet unit, along with chunking text material, students are provided with a “no fear Shakespeare” variation to support limited
language skills. These scaffolds do not only serve as guidance through the masterful reading portion of the lesson but also as a
support when students are working in groups.
To assist students with limited language, students are provided with daily vocabulary as part of the frontloading vocabulary
activity which consists of key terms which will be used in the lesson of that day. The teacher states the new term, provides a
definition and a graphic. The students repeat the term, write down the definition and then are engaged in a discussion. The
discussion is centered of breaking down the term using student phonic skills. This is crucial for students to use this to build
their vocabulary knowledge. An example of a term can be de-extinction, such a term can be “broken apart” for the students to
use their phonic skills. These tasks are essential for students to become confident independent readers. As time progressed in
the year, students were then able to use their skills and recognize word forms and relations.

7. 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?
Students with Disabilities/ ELLs are placed in an integrated co-teaching class with a dual licensed ELA/ENL teacher and a
SWD teacher. All instructional needs are met by the student’s IEP. If students need support in language, a language transition
para is attached to that student.

8. 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.
At John Adams High School we incorporate many strategies and tools into our programs to meet the needs of ELL students in
ELA classrooms as well as in the content areas. We have full Bilingual programs in Spanish and Bengali. The students also can
take literature and advance classes in their native languages.
Our curriculum includes ENL classes that target the 5 performance levels: entering, emerging, transitioning, expanding, and
commanding. Some of the tools included in our ENL and content area classes are the following:

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Based on data and trends, due to low passing grades on Regents, new support classes in all grade level content area will be
considered for next year. For example, a support class in Living Environment will be taught by an ENL teacher. All ELL instruction is grouped homogeneously by grade and NYSESLAT Level. For instance, all ELA classes are taught by grade using EngageNY Curriculum and scaffolded for the NYSESLAT Level. (Ex. EES81 is Entering QN1, Emerging QN2, Transitioning QN3, Expanding QN4 and Commanding level is taught in mainstream ELA by an ELA/ENL licensed teacher when possible (with a 2nd period elective taught by an ENL/content teacher). There will be a double period science class in grade 9, a double period global studies class in grade 10, a double period ELA class in grade 11. These classes will support ELLs in language acquisition as well as content.

On a positive note, all Expanding students with a 80+ average will be part of a STEM ELL program. These students will be given ENL support and mandated minutes but will also receive enrichment in all content areas. This will improve student outcomes and enrich their instruction with the mandates of being college and career ready.

To provide ELL students with exposure to technology and computer science and how it can and has impacted and influenced the past, present and future of our society. Students will have a new understanding of how technology operates, the widespread impact it has across the media, health, business/economic, family, political and education sectors within our world. This will maximize a student’s potential and ensures that students are well-equipped to meet the challenges of the future in the world around them.

Code.org’s Computer Science Principles is an introductory Advanced Placement (AP®) course designed to broaden participation in computer science. Code.org is recognized by the College Board as an endorsed provider of AP® Computer Science Principles curriculum and professional development. The course has been reviewed by the College Board and is pre-approved.

Unit Overview

Code.org is a 501(c)3 non-profit dedicated to expanding participation in computer science education by making it available in more schools, and increasing participation by women and underrepresented students of color. The Code.org vision is that every student in every school should have the opportunity to learn computer programming.

and teaching tips-and-tricks videos for teachers
- Code Studio—a learning platform where students interact with lesson materials and tools, and where teachers access a dashboard to see student work and progress
- App Lab—a JavaScript programming environment in Code Studio, designed for creating event-driven web apps with block-to-text workspace and debugging capabilities

Unit 1:
The Internet
Learn how the multi-layered systems of the Internet function as you collaboratively solve problems and puzzles about encoding and transmitting data, both ‘unplugged’ and using Code.org’s Internet Simulator.

Unit 2:
Digital Information
Use a variety of digital tools to look at, generate, clean, and manipulate data to explore the relationship between information and data. Create and use visualizations to identify patterns and trends.

Unit 3:
Algorithms and Programming
Learn the JavaScript language with turtle programming in Code.org’s App Lab. Learn general principles of algorithms and program design that are applicable to any programming language.

Unit 4:
Big Data and Privacy
Research current events around the complex questions related to public policy, law, ethics, and societal impact. Learn the basics of how and why modern encryption works.

Unit 5:
Building Apps
Continue learning how to program in the JavaScript language. Use Code.org’s App Lab environment to create a series of applications that
live on the web. Each app highlights a core concept of programming.

Unit 6:
Performance Tasks
Design a project plan, then work on and complete your AP® Performance Task projects

10. If you had a bilingual program, what was the reason you closed it?
N/A

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

Sport include:
baseball
basketball
football
lacrosse
soccer
softball
swimming
volleyball
track
cricket
golf

After school AP classes include:
AP Language and Composition
AP Literature and Composition
AP Calculus AB
AP Calculus BC
AP Statistics
AP Environmental Science
AP Biology
AP Chemistry
AP Physics B
AP World History
AP European History
AP Psychology
AP Spanish Language
College Now Classes:
Humanities
Theater Arts
History
Psychology
Pre-Calculus
Calculus
Math Team
Health
Spanish
21st Century Grant
Tutoring and Clubs for:
Algebra
US
Global Studies
Living Environment
English
Dance
Art
Jazz band
Model UN
Mock Trial
Moot Court
Acting
Theater Production
Visual Arts Club
Set Design

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The use of instructional materials, including technology, are used to support all ELLs.
Below are the support systems used for students throughout the year:
Reading Horizon is used in order to help with students who are low level readers.
Newsela is used to differentiate non-fiction reading, it is presented in a student friendly format for all reading levels.
Achieve 3000 is incorporated for those students who need to work on their level and can increase their proficiency in English and in Spanish.
Naviance is a comprehensive college and career readiness solution that helps align student strengths and interests to post-secondary goals, and improve student outcomes. This benefits our students to perform their best on test day and helps students to be college and career ready.
Scaffolded materials and differentiation are used across all content areas using WITSI activities.
PupilPath allows students to access their performance information per class.
Class progress, assignment due dates and description, attendance, grades/status of assignments and exams.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

At John Adams HS, we offer home language arts (HLA) classes as it is essential to language acquisition. The more literate students are in the home language, the stronger and more expedient their transition to academic English proficiency. Students who share a common language together are grouped for a home language arts class. We currently offer HLA in Spanish, Hindi, Bengali and French.

In our TBE program, students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student’s English proficiency increases, more of his or her instructional day is spent learning in English. In TBE programs, teachers must make several considerations when determining which language is best to teach certain concepts. Teachers must consider carefully the rigor of instruction, student familiarity with concepts in the home language and English, and the academic language required for using and mastering concepts. When determining the amount of home language and English language used in instruction, teachers should consider a number of factors including, but not limited to students’ proficiency levels, educational backgrounds content knowledge, and home language literacy skills. This allows for differentiated instruction that meets the individual student’s needs.
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

At John Adams HS, students are programmed for ENL according to their NYSESLAT Level and grade level. Many of the ELLs arrive to JAHs as Entering and Emerging, and require more mandated hours of ENL. The students also need more language acquisition and academic language in order to pass Regents and graduate high school in four years.

**ENL CODES FALL 2018 – 2019**

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<tr>
<td>Grade 10</td>
<td>ESS83QN3</td>
</tr>
<tr>
<td>Grade 11</td>
<td>ESS85QN3</td>
</tr>
<tr>
<td>Grade 12</td>
<td>ESS87QN3</td>
</tr>
</tbody>
</table>
15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

n/a

*Please program all ENL codes as a double period
16. 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).

The ENL team at John Adams recognizes the importance helping newly enrolled ELLs make a smooth transition into a new school community. The students are presented with many different activities and resources before and throughout the school year. For example, before the start of the school year, John Adams invites all incoming freshmen two events: New Student Orientation, organized by our Parent Coordinator, Manakshi Panindranauth, this organization provides students with the opportunity to become familiar with the school’s resources and make connections with current students, faculty, and staff before beginning classes. Students are also invited every year to our Freshmen Field Day, coordinated by COSA. Hundreds of incoming freshmen participate in numerous team building activities and meet new classmates and faculty to build a sense of community amongst the students. Once classes start, the ENL team also invites our freshmen to a Town Hall assembly, where Newcomers directors, Solaman Chowdhury and Divine Leonardo, ELL coordinator, Shirlene Magna and Bilingual coordinator, Yaneris Carbone inform students about necessary credit accumulation, the regents need to pass, information on clubs and organizations and all other John Adams support structures available to them. Our team also provides students with gift bags with school supplies and welcome kits. Our welcome kit provides a plethora of school related information that will contribute to a successful school year. Students who enter throughout the school year are first given a one on one orientation with our ENL intake team, where students and parents are given an individualized tour of John Adams High School. Students are also paired with a student mentor who speaks the same language for the first week to minimize barriers, ease and welcome the newly admitted student to the John Adams community.

17. What language electives are offered to ELLs?

The language electives offered to ELLs are Spanish, Bengali, and French. Native Spanish and Bengali students take classes in their home language. All other ELLs, have the option of taking a foreign language class in either Spanish or French. All language classes follow a three-year sequence and end in students taking the LOTE (Languages other than English) Regents Exam. Additionally, AP Spanish Language is offered to native students at the completion of the three-year sequence and AP Spanish Literature will be offered next year. Also, students receive college credits after school through CUNY York College for college-readiness.

18. 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)?

   N/A

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 and non-pedagogic staff.) 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?

   Professional development is provided by assistant principals, bilingual coordinator, ELL coordinator, directors, teacher leaders, PCTs, Urban Arts, People’s Theatre Project, DOEELLS, Field Support Services and the “UFT Teachers Center”. In addition, teachers attend conferences organized by outside training providers. Opportunity to observe their colleagues’ classrooms, in there 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 ENL Department Common Planning Time includes work...
time to ensure that ENL/LOTE Teachers leave with collection of strategies and resources that will foster improved student learning through developing a culture rooted in effective teacher practice. ENL 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 ENL/LOTE, and Compliance. Weekly ENL/LOTE Professional Development is determined by monthly target goals and in response to teacher observation, evaluation, feedback and support. It is the intention of John Adams High School to provide quality instruction to English Language Learners. If teachers plan and implement lessons that meaningfully engage students with rigorous skills that is content based, along with giving actionable feedback, then students will be able to revise and develop critical thinking skills and ownership of their learning. This requires general education teachers, ENL, bi-lingual teachers and non-pedagogic staff to be skilled in a variety of curricular and instructional strategies in supporting ELLs as they engage in the Common Core Learning Standards. All teachers need to become familiar with the areas in which ELL students may encounter challenges in a school’s curriculum. They need practical, research based information, resources, and strategies to teach, evaluate, and nurture ENL students. The PD plan will provide substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs. The PD plan will include the following essential components:

A process for integrating teachers’ understanding of academic content and ENL proficiency standards with instruction in teaching methods and assessments.

Methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible through the different modalities: speaking, listening, reading and writing.

Guidance on how to implement strategies that simultaneously integrates language acquisition, language development, and academic achievement.

Exposure to why increasing academic achievement of ELLs is dependent upon multiple instructional approaches or methodologies.

Providing a strategic toolkit for teachers, which offers ways to enhance and improve instruction for struggling students, based on feedback and assessment results.

Cultural awareness opportunities for educators to understand and appreciate students’ different cultural backgrounds so they can maximize achievement opportunities for ELLs. This will help to promote diversity pursuant to the Dignity for All Students Act (NYS initiative, effective July 2013)

Co-Teaching Strategies: intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.

Draft of Monthly PD Plan for Teachers of ELLs and all other students:

September/October: Identifying ELLS and Language Proficiency: participants will gain an awareness of the various characteristics of Newcomers, engage in activities to promote a supportive learning environment for ELLs, understand how the different stages of new language development impact instruction, apply strategies to develop critical thinking questions. Strategies that Promote reading: interacting with texts WITSi: sentence strategies, strategic inquiry cycle 1

November/December: Co-Teaching Teams: ELL Teacher + 1 – Effective collaborative team teaching (CTT). Participants will learn about the co-teaching models, collaborative instructional planning. Strategies that Promote Cultural Awareness:
Vocabulary Acquisition Strategies: Variations of Marzano, Kate Kinsella, Graffitti Wall
WITSi: sentence strategies, strategic inquiry cycle 1

January/February: Questioning and Discussion Techniques for ELLs in the classroom, The Question Formulation Technique, How to Cultivate Critical Thinking

WITSi: sentence/paragraph/essay strategies, strategic inquiry, cycle 2

March/April: Assessment and feedback Strategies Using Rubrics, Trackers and the Common Core – (self, peer to peer, teacher/student)

WITSi: sentence/paragraph/essay strategies, Parallel Revision, strategic inquiry cycle 2

May/June: Regents Preparation – supporting ELLs to produce on demand academic writing

WITSi: sentence/paragraph/essay strategies, end of strategic inquiry cycle 2

2. 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.

John Adams High School will meet 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 will receive ELL-specific professional development. Professional development is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Teachers meet 3 times a week every other week for common planning time through Department and the Newcomers Small Learning Community. There will be alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Records will be kept for professional development activities in a binder with appropriate agendas and attendance. Electronic links may be created for teachers’ registration of additional courses offered through the UFTTC at John Adams.

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?

The ENL team at John Adams individually meets with the parents or guardians of ELL at least once a year, in addition to parent teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child’s language development progress, their child’s English language proficiency assessment results, and language development needs in content areas. Meetings specifically informs the parent/guardian about the child’s language development in all content areas in English and in the child’s home language in the case of students enrolled in a bilingual education program. Parents/guardians are provided with student’s individual assessment results, reading results and progress reports. On numerous occasions parents are also provided with description and explanation of the curriculum in use at the school, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. For struggling students specific meetings are held and parents/guardians are provided with opportunities for discussions between parents, administrators and staff to address problems and find solutions for students having difficulties, either academically or socially.

Theses meetings are conducted with qualified interpreter/translator in the language or mode of communication the parent/guardian best understands.

Skedula and Kinvolved are used daily for Parent outreach.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parent involvement in our school, including parents of ELLs, is a key component at John Adams High School. All ELL parents have parents’ orientation each month during the year. First, at the beginning of the school year for all parents, and then at
various times throughout the school year for newly enrolled ELLs. They are informed about state tests requirements for graduation; testing exemptions for new ELLs; testing accommodations for all ELLs; and the promotional policy for ELLs via letter and monthly parents meetings.

ENL Parent nights are held monthly at John Adams High School. During the meetings parents get to their child’s counselor and teachers to discuss students’ progress.

Skedula and Kinvolved are used daily for parent outreach.

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**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.

Click on the following to view the 2018-2019 ENL Flowchart for all ELLs.

[https://docs.google.com/document/d/e/2PACX-1vT5B5oSwBW1aTVpLB_vqu3Xg3dmRfNvEgiiWDppyDmy33MrAzASY0t5zTbxgFXXhVjoW](https://docs.google.com/document/d/e/2PACX-1vT5B5oSwBW1aTVpLB_vqu3Xg3dmRfNvEgiiWDppyDmy33MrAzASY0t5zTbxgFXXhVjoW)

Below please see a sample of all teachers of ELLs:

NEWCOMERS & ENL TEACHER GRID – SPRING 2018

[https://docs.google.com/document/d/e/2PACX-1vQ3MfeOok6CC57D7guyaxfoJvJ02WhtoOqTdg3ge1xx-f7mWFWSd1eBW41yZmZEyhvNX3](https://docs.google.com/document/d/e/2PACX-1vQ3MfeOok6CC57D7guyaxfoJvJ02WhtoOqTdg3ge1xx-f7mWFWSd1eBW41yZmZEyhvNX3)
### Part V: ELL Identification Attestation

#### Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Daniel Scanlon, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Scanlon</td>
<td>Principal</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
<tr>
<td>B. Lampert</td>
<td>Assistant Principal</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
<tr>
<td>M. Panindranath</td>
<td>Parent Coordinator</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
<tr>
<td>S. Magnan</td>
<td>ENL/Bilingual Teacher</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
<tr>
<td>R. Pagan</td>
<td>Parent</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
<tr>
<td>Y. Carbone</td>
<td>Teacher/Subject Area</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
<tr>
<td>J. Skidell</td>
<td>Teacher/Subject Area</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
<tr>
<td>K. Bustillo</td>
<td>School Counselor</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
<tr>
<td>M. Alcoff</td>
<td>Superintendent</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
<tr>
<td>L. Brown</td>
<td>Field Support Center Staff Member</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
<tr>
<td>S. Chowdhury</td>
<td>Other Bilingual History Teacher</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
<tr>
<td>D. Dascher</td>
<td>Other teacher, SWD</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Other n/a</td>
<td>Date</td>
<td>6/30/18</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 480  School Name: John Adams HS  Superintendent: Michael Alcoff

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manakshi</td>
<td>Panindranauth</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

We will follow the ESSA Mandate 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 the parents to have the capacity to improve their children's achievement. By communicating with the parents in their preferred languages John Adams is supporting the shared parent-school accountability experience.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL ATS report).

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2438</td>
<td>69.64%</td>
<td>2435</td>
<td>69.55%</td>
</tr>
<tr>
<td>Spanish</td>
<td>657</td>
<td>18.17%</td>
<td>651</td>
<td>18.59%</td>
</tr>
<tr>
<td>Bengali</td>
<td>133</td>
<td>3.8%</td>
<td>137</td>
<td>3.91%</td>
</tr>
<tr>
<td>Punjabi</td>
<td>99</td>
<td>2.83%</td>
<td>100</td>
<td>2.86%</td>
</tr>
<tr>
<td>Hindi</td>
<td>10</td>
<td>.29%</td>
<td>10</td>
<td>.29%</td>
</tr>
<tr>
<td>Arabic</td>
<td>53</td>
<td>1.51%</td>
<td>54</td>
<td>1.54%</td>
</tr>
<tr>
<td>Chinese</td>
<td>19</td>
<td>.54%</td>
<td>15</td>
<td>.43%</td>
</tr>
<tr>
<td>Dutch</td>
<td>2</td>
<td>.06%</td>
<td>2</td>
<td>.06%</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>12</td>
<td>.34%</td>
<td>14</td>
<td>.4%</td>
</tr>
<tr>
<td>French</td>
<td>10</td>
<td>.29%</td>
<td>10</td>
<td>.29%</td>
</tr>
<tr>
<td>Urdu</td>
<td>41</td>
<td>1.17%</td>
<td>42</td>
<td>1.02%</td>
</tr>
<tr>
<td>Pashto</td>
<td>1</td>
<td>.03%</td>
<td>1</td>
<td>.03%</td>
</tr>
<tr>
<td>Albanian</td>
<td>2</td>
<td>.06%</td>
<td>2</td>
<td>.06%</td>
</tr>
<tr>
<td>Tibetan</td>
<td>1</td>
<td>.03%</td>
<td>1</td>
<td>.03%</td>
</tr>
<tr>
<td>Cantonese</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.03%</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>.09%</td>
</tr>
<tr>
<td>Dari/Farsi/Persian</td>
<td>2</td>
<td>.06%</td>
<td>2</td>
<td>.06%</td>
</tr>
<tr>
<td>Fulani</td>
<td>1</td>
<td>.03%</td>
<td>1</td>
<td>.03%</td>
</tr>
<tr>
<td>Ibo</td>
<td>2</td>
<td>.06%</td>
<td>2</td>
<td>.06%</td>
</tr>
<tr>
<td>Burmese</td>
<td>1</td>
<td>.03%</td>
<td>1</td>
<td>.03%</td>
</tr>
<tr>
<td>Nahuatl</td>
<td>2</td>
<td>.06%</td>
<td>2</td>
<td>.06%</td>
</tr>
<tr>
<td>Napali</td>
<td>4</td>
<td>.11%</td>
<td>4</td>
<td>.11%</td>
</tr>
<tr>
<td>Tagalog</td>
<td>3</td>
<td>.09%</td>
<td>3</td>
<td>.09%</td>
</tr>
<tr>
<td>Polish</td>
<td>3</td>
<td>.09%</td>
<td>2</td>
<td>.06%</td>
</tr>
<tr>
<td>Gujarati</td>
<td>1</td>
<td>.03%</td>
<td>1</td>
<td>.03%</td>
</tr>
<tr>
<td>Slovak</td>
<td>1</td>
<td>.03%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tibetan</td>
<td>1</td>
<td>.03%</td>
<td>1</td>
<td>.03%</td>
</tr>
<tr>
<td>Ukranian</td>
<td>3</td>
<td>.09%</td>
<td>3</td>
<td>.09%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1</td>
<td>.03%</td>
<td>1</td>
<td>.03%</td>
</tr>
<tr>
<td>Rajasthani</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>.03%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.
### Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Letters</td>
<td>9/18</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation and The Big Word is used.</td>
</tr>
<tr>
<td>Newsletters</td>
<td>All year</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word,</td>
</tr>
<tr>
<td>Emergency Health, weather related, Safety and Security</td>
<td>All year</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word,</td>
</tr>
<tr>
<td>Orientation</td>
<td>9/18</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word,</td>
</tr>
<tr>
<td>Open House</td>
<td>11/18, 3/19</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in</td>
</tr>
</tbody>
</table>

2018-19 CEP-RISE
<table>
<thead>
<tr>
<th>Event Type</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community School Forum</td>
<td>5/19</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word, etc.</td>
</tr>
<tr>
<td>Summer Orientation</td>
<td>6/19</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word, etc.</td>
</tr>
</tbody>
</table>

Invitations to school events

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plays</td>
<td>All year</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word, etc.</td>
</tr>
<tr>
<td>Shows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concerts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Award Nights

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award Nights</td>
<td>4X a year</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word, etc.</td>
</tr>
</tbody>
</table>

Parent Teacher Conferences

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>2X a year</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word, etc.</td>
</tr>
</tbody>
</table>

Graduation Materials

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Materials</td>
<td>5/19</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word, etc.</td>
</tr>
<tr>
<td>Event Type</td>
<td>Frequency</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Parent Workshops</td>
<td></td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word, etc.</td>
</tr>
<tr>
<td>CPR (4X per year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly Paint Night</td>
<td>All year</td>
<td></td>
</tr>
<tr>
<td>Weekly Computer Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Information Night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portrait Night (4X a year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL Night Information and Invitations</td>
<td>All year</td>
<td></td>
</tr>
<tr>
<td>PTA Meeting Information and Invitations</td>
<td>All year</td>
<td></td>
</tr>
<tr>
<td>Information Nights (by Grade Level)</td>
<td>4 Times a Year</td>
<td></td>
</tr>
<tr>
<td>School Leadership Team Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Safety Team</td>
<td>Monthly</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Event Description</th>
<th>Frequency</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Information Night</td>
<td>3 times per year</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word, etc.</td>
</tr>
<tr>
<td>NYSESLAT Testing Information</td>
<td>4/19</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word, etc.</td>
</tr>
<tr>
<td>All Testing (Ex: Regents) information</td>
<td>All year</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word, etc.</td>
</tr>
<tr>
<td>New Admit Forms</td>
<td>All year</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word, etc.</td>
</tr>
<tr>
<td>Brochures, Flyers, Letters</td>
<td>All year</td>
<td>We will use school staff and parent volunteers for a majority of these services. When we are not able to, we use the translation unit. The majority of these services will be provided in house by school staff or family volunteers. If language is not available DOE Translation, The Big Word, etc.</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Parent Orientation</td>
<td>Summer, September and June</td>
<td>Interpretation takes place using interpretation devices. Each language is set up with the machines. Languages are offered through different channels. Staff or student volunteers are used for each language. If the meeting is face to face an in interpreter is provided. Over the phone translation through the DOE is also used.</td>
</tr>
<tr>
<td>Open House Evenings</td>
<td>Fall and Spring</td>
<td>Interpretation takes place using interpretation devices. Each language is set up with the machines. Languages are offered through different channels. Staff or student volunteers are used for each language. If the meeting is face to face an in interpreter is provided. Over the phone translation through the DOE is also used.</td>
</tr>
<tr>
<td>Monthly ENL Night</td>
<td>Monthly</td>
<td>Interpretation takes place using interpretation devices. Each language is set up with the machines. Languages are offered through different channels. Staff or student volunteers are used for each language. If the meeting is face to face an in interpreter is provided. Over the phone translation through the DOE is also used.</td>
</tr>
<tr>
<td>9th Grade Orientation</td>
<td>September</td>
<td>Interpretation takes place using interpretation devices. Each language is set up with the machines. Languages are offered through different channels. Staff or student volunteers are used for each language. If the meeting is face to face an in interpreter is provided. Over the phone translation through the DOE is also used.</td>
</tr>
<tr>
<td>Grade Level (9th, 10th, 11th, 12th) Information Nights</td>
<td>4X a year</td>
<td>Interpretation takes place using interpretation devices. Each language is set up with the machines. Languages are offered through different channels. Staff or student volunteers are used for each language. If the meeting is face to face an in interpreter is provided. Over the phone translation through the DOE is also used.</td>
</tr>
<tr>
<td>Event Type</td>
<td>Frequency</td>
<td>Details</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Monthly PTA Meeting</td>
<td>Monthly</td>
<td>Interpretation takes place using interpretation devices. Each language is set up with the machines. Languages are offered through different channels. Staff or student volunteers are used for each language. If the meeting is face to face an in interpreter is provided. Over the phone translation through the DOE is also used.</td>
</tr>
<tr>
<td>Family Nights</td>
<td>September</td>
<td>Interpretation takes place using interpretation devices. Each language is set up with the machines. Languages are offered through different channels. Staff or student volunteers are used for each language. If the meeting is face to face an in interpreter is provided. Over the phone translation through the DOE is also used.</td>
</tr>
<tr>
<td>Intervention Meetings</td>
<td>Ongoing</td>
<td>Interpretation takes place using interpretation devices. Each language is set up with the machines. Languages are offered through different channels. Staff or student volunteers are used for each language. If the meeting is face to face an in interpreter is provided. Over the phone translation through the DOE is also used.</td>
</tr>
<tr>
<td>SLC Information Nights</td>
<td>Fall and Spring</td>
<td>Interpretation takes place using interpretation devices. Each language is set up with the machines. Languages are offered through different channels. Staff or student volunteers are used for each language. If the meeting is face to face an in interpreter is provided. Over the phone translation through the DOE is also used.</td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>Fall</td>
<td>Interpretation takes place using interpretation devices. Each language is set up with the machines. Languages are offered through different channels. Staff or student volunteers are used for each language. If the meeting is face to face an in interpreter is provided. Over the phone translation through the DOE is also used.</td>
</tr>
</tbody>
</table>
phone translation through the DOE is also used.

| PT Conferences | Fall and Spring | Interpretation takes place using interpretation devices. Each language is set up with the machines. Languages are offered through different channels. Staff or student volunteers are used for each language. If the meeting is face to face an in interpreter is provided. Over the phone translation through the DOE is also used. |
| Parent Meet and Greet | 4X a year | Interpretation takes place using interpretation devices. Each language is set up with the machines. Languages are offered through different channels. Staff or student volunteers are used for each language. If the meeting is face to face an in interpreter is provided. Over the phone translation through the DOE is also used. |
| Community Forum | May | Interpretation takes place using interpretation devices. Each language is set up with the machines. Languages are offered through different channels. Staff or student volunteers are used for each language. If the meeting is face to face an in interpreter is provided. Over the phone translation through the DOE is also used. |

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of school emergencies, a phone blast (automated messages) are sent in preferred languages. Kinvolved (Text messages) are instantly sent in designated languages and English to parent body. Skedula (email) is also instantly sent. Letters on school letterhead are backpacked and mailed home in parent preferred languages.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.
The LA C, AP ENL, ELL Coordinator, and Bilingual Coordinator oversee and monitor the DOE’s provision of language assistance services to LEP parents. They work closely with school staff (giving PD if necessary) to ensure that the DOE’s translation and interpretation services support the needs of the LEP parent population. They serve as primary contact for schools for ongoing guidance and support, provide input regarding appropriate budget allocations for translation and interpretation services, and monitor and evaluate how schools use translation and interpretation funds.

Develops and provides training to relevant school staff; provides Language Access Kits. Kits include a multilingual welcome poster, a Language Identification Guide to help determine the language spoken by a parent, an informational brochure about the services provided by the T & I Unit, and an over-the-phone card for school staff that outlines how to obtain an interpreter. These tools are in all offices and front desk of the school.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

John Adams meets all identified needs of translation and interpretation. Students and parents need translation with grades, foreign transcripts, failing senior letters, Department Progress Report letters, NYSESLAT notifications about testing, locations and decisions, NYSITIL, Automated telephone messages, attendance outreach calls, guidance conferences, suspension conferences, class trips and parent workshops. Skedula and Kinvolved are used daily. These findings were discussed in school leadership meetings and parent association meetings. The finding was addressed by submitting a Budget Plan for translation and interpretation. Procedures to ensure timely provision of translated documents are provided by in-house staff support and the Interpretation Unit. If the meeting is face to face an in interpreter is provided. Over the phone translation through the DOE is also used. If languages are not spoken by any staff member, we will use the Guideline Language Center for document translation and face-to-face interpretation (T&I) needs for this upcoming school year 2018-2019.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

A survey is sent home on skedula to provide information on the services they receive. Kinvolved messages are sent after each meeting and/or information nights. Parents are asked to provide feedback about the event. Calls are made to different parents to ask if their needs are being met. During all parent nights, surveys are provided to see if we can improve our translation services. Meeting are attended by different staff members that speak most languages spoken by the parent body.