



**JOHN ADAMS HIGH SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 27Q480**  
**ADDRESS: 101-02 ROCKAWAY BOULEVARD**  
**TELEPHONE: 718-322-0500**  
**FAX: 718-738-9077**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** Q480      **SCHOOL NAME:** JOHN ADAMS HIGH SCHOOL

**DISTRICT:** District 27      **SSO NAME/NETWORK #:** Knowledge Network Learning Support Organization - #3

**SCHOOL ADDRESS:** 101-02 Rockaway Boulevard, Ozone Park, NY 11417

**SCHOOL TELEPHONE:** 718-322-0500      **FAX:** 718-738-9077

**SCHOOL CONTACT PERSON:** Grace Zwillenberg      **EMAIL ADDRESS:** gzwille@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Ulinda Williams

**PRINCIPAL**      Grace Zwillenberg

**UFT CHAPTER LEADER**      Thomas Maher

**PARENTS' ASSOCIATION  
PRESIDENT**      Andrea Reid

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*      Mariam Sulaiman

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Isabel DiMola

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Grace Zwillenberg	Principal	
Steve A. Dorcely	Assistant Principal Accountability & Technology – CSA	
Thomas Maher	U.F.T. Chapter Chairperson	
Tackiea Simpson	Teacher	
Hyacinth Hemmings	Teacher	
Yolanda Walker	Teacher	
Andrea Reid	Parent, P.A. President	
Lucy Brantley	Parent	
Ruth Ann Farmer	Parent	
Rita Goberdhan	Parent	
Eileen Hassan	Parent	
Ulinda Williams	Parent, S.L.T. Chairperson	
Mariam Sulaiman	Student	
Devya Williams	Student	

***Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.***

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The *vision* of John Adams High School is to create and foster a motivating atmosphere of cooperation, collaboration and creativity in which each and every student can flourish and succeed.

To fulfill our *mission*, the John Adams School Leadership Team established the following goals:

- To continue to provide a safe and nurturing environment for all students.
- To continue to provide a variety of academic and guidance intervention for any student who needs assistance to meet the school's high academic and NYS Standards.
- To reaffirm our commitment to provide each student with a personalized academic experience that fosters academic, social and emotional growth.
- To integrate data and technology into all core content areas to ensure students are prepared for viable careers for the 21<sup>st</sup> century.

The John Adams High School campus is located in a socioeconomically diverse community in Ozone Park, Queens New York. Our history dates back to being one of the few high schools built during the Works Progress Administration (WPA) years. It is our good fortune to be a part of this program that was implemented during the F.D.R. Administration of the 1930s. The exterior and interior art works of our campus inspire our students, along with the entire school community, to reach for excellence and success in all areas of student life.

Through the generous financial and instructional support of the Bill & Melinda Gates Foundation and the Knowledge Network Learning Support Organization (KNLSO), we are in our second full year of restructuring into Small Learning Communities (SLCs). As an SLC school, we are continually providing our diverse student population, including our ELL/LEPs, Special Education, and lowest-performing students with a more personalized academic and social experience. Our Small Learning Community structure consists of the following:

1. Jump Start Main Campus (Freshmen\*)
2. Jump Start Academy (Freshmen\*)
3. Media and Communication Arts (Grades 10-12)
4. Queens Business Information (Grades 10-12)
5. Environmental Studies and Research (Grades 10-12)
6. Justice, Law & International Studies (Grades 10-12)
7. Health & Sports Careers (Grades 10-12)

\* Students in the freshmen Jump Start Main and Jump Start Academy are able to choose one of the five academies listed above in their sophomore year. Mindful of the diverse needs of our student population, and in addition to our regular academic program, we offer the following accelerated and program to include 26 different sports.

- College Now/York College CUNY
- Achieve Now
- Credit Bearing
- Credit Recovery
- After School Tutoring
- Liberty Partnership
  
- ✓ Robotics Club
- ✓ Model United Nations (UN)
- ✓ Moot Court
- ✓ Health Occupation Students of America (HOSA)
- ✓ Virtual Enterprise
- ✓ Drama Classes
- ✓ Math Team
  
- ✓ Journalism
- ✓ Yearbook Class
- ✓ Student Government
- ✓ French Club
- ✓ Italian Club
- ✓ Hindi Club
- ✓ ASPIRA
- ✓ KEY Club
- ✓ National Honor Society
- ✓ PSAL\*\*
  - 11 Boys Varsity Teams
  - 9 Girls Varsity Teams
  - 2 Boys Junior Varsity Teams
  - 3 Girls Junior Varsity Teams
  - 1 CO-ED Varsity Team

**\*\* FOUR OF OUR TEAMS ARE CURRENTLY IN FIRST PLACE**

**SECTION III – Cont'd**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>				
<b>School Name:</b> _____				
<b>District:</b>	_____	<b>DBN #:</b>	_____	<b>School BEDS Code #:</b> _____

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					74.9		77.6%		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					90.2	89.9			
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					78.6	66.1	71.2%		
Grade 8									
Grade 9	1226	1299	885	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	931	871	908	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	632	665	770		13	19			
Grade 12	380	421	480						
Ungraded	4	3		<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	3173	3259	3043		72	93			
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	203	173	170						
No. in Collaborative Team Teaching (CTT) Classes	56	70	90	Principal Suspensions	146	113	455		

DEMOGRAPHICS							
Number all others	174	142		Superintendent Suspensions	82	83	89
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Trans. Bilingual Classes				CTE Program Participants	0	0	0
# in Dual Lang. Programs				Early College HS Participants	0	0	0
# receiving ESL services only	405			<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
				Number of Administrators and Other Professionals			
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals			
(As of October 31)	2006-07	2007-08	2008-09				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native			0.75%	Percent more than two years teaching in this school			
Black or African American			28.61%	Percent more than five years teaching anywhere			
Hispanic or Latino			35.47%	Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.			26.66%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White			4.28%				
Multi-racial			0.45%				
<b>Male</b>			54.97%				
<b>Female</b>			45.03%				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
<b>SURR School: Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____

*\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.*

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>						

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09	Quality Review Results – 2008-09
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals

School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **What student performance trends can you identify?**

John Adams High School uses a variety of data to analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school, classroom, and individual level. The 2008-2009 Progress Report and NYS Accountability Report concisely show incremental gains made in the past several years, in areas such as, curricula (differentiated instruction), graduation rate, credit accumulation, attendance, post-secondary going rate, delivery of ISS/guidance support services, and overall participation in PSAL for both our general education and high need student population.

A closer look at last year's progress report and accountability data show that we have made statistically significant gains in all areas, most notably in:

- ✓ Student Performance
- ✓ Student Progress
- ✓ School Environment

However, this year we have identified a sub set of students (African American and Hispanic males) who are off track and require academic intervention services. We have also found that there is a large sub set of students entering John Adams with very poor literacy and numeracy skills. The principal, assistant principals, and inquiry teams in collaboration with the SLT members have devised a plan that will allow teachers to better understand instructional strategies and utilization of data to assist them with identifying and supporting our high need population.

In an effort to focus more on achieving the goals set forth by the principal, each SLC assistant principal and director has developed a uniform plan to support teachers through the use of differentiated instruction as well helping them formulize effective classroom strategies.

As a community, we assess our progress in terms of student success and teacher development regularly during Common Planning Time (CPT), revising our instructional strategies with supporting pedagogical research on best practices. As result of our analysis, we have identified two additional areas in need of further articulation and focus. These include teacher development on the use of meaningful data to drive

instruction and increasing the level of teacher participation and involvement in professional development. There are great assessments and best practices happening throughout the school, but they need to be shared on a larger scale for all teachers to see. This will also help us to develop more of a shared vision regarding differentiation and implementation of PD strategies in the classroom.

Lastly, we need to get more staff on board in the aspect of college development. There have to be more resources for students to obtain college information and have staff support. Although we were able to make huge strides in students' awareness of college readiness by providing students with statistical snapshot about their academic progress, there needs to be greater effort in terms of every staff member working cohesively with one shared goal so students continue to push themselves.

The subsequent paragraphs provide a summary report highlighting the positive gains students have made in each of the core Regents exams (e.g., ELA, Math, Science, U.S. History, Global History, and Foreign Language) followed by data tables that illustrate the school progress over time (four-year trends). Tables 2A – 2B show the increase in attendance rate and overall student participation in extracurricular activities (athletic department) at the school.

The improvements made reflect our continuous commitment and effort to increase student outcomes in all areas through the process of accountability, collaboration with all stakeholders, use of quantitative and qualitative data to analyze student progress, and providing guidance/AIS support services to our off track and high needs student population.

#### Student Achievement Trends

The English Department holds high expectations for all students. Students strive to be academically challenged. The Fall 2008-2009 Scholarship Report data shows an overall pass rate of 70% in their English courses. 76% of all students who sat for the ELA Regents Exam in June 2009 received a 65 or higher. Approximately 24.7% of the 2009 Cohort (K) achieved Academic Mastery in ELA.

As will be noted below, a four-year review of the June ELA Regents scores indicates a consistent passing performance; however, the number of students tested varied. The variation reflects a steadiness in the number of students taking the exam and an increase in the number of students meeting NYS ELA Standards.

Performance on the most recent ELA Regents shows (June 2009) an impressive increase over the last three years. This can be attributed to differentiated instruction, student centered learning, critical thinking (Bloom's Taxonomy), focused regents review, intensive reading, writing, tutoring and increase in the use of technology as the population of these classes has previously experienced difficulty in mastering the subject matter.

The June 2008 and June 2009 administration of the ELA Regents Examination reflects over 40% passing rate. It is important to note that in June of 2009, only 5% of the students who took the ELA Regents received between 55 and 64 as compared to 7% in the previous year, and 10% the two years prior to that. Table 1 refers to the 4-year trend for the ELA Regents.

Table 1.

**ELA**

<i>Date</i>	<b>No. Taking Regents</b>	<b>No. (%) Passing <math>65 \leq x &lt; 85</math></b>	<b>No. (%) with Local Pass</b>	<b>Total No. (%) Meeting Standards</b>
05-06	1730	880 (29%)	10%	1092 (36%)
06-07	1746	960 (33%)	10%	1135 (39%)
07-08	1754	1028 (34%)	7%	1240 (41%)
08-09	1716	981 (32%)	5%	1318 (43%)

Student Achievement Trend

The Social Studies Department holds high expectations for all students. Teachers, counselors, and administrators are aware of the great impact their expectations have on student achievement. However, a major difficulty in a large urban high school is that frequently students do not have high expectation for themselves, based on their previous school experiences or the influence of their peers or the priorities of their families. Therefore, a major school initiative will be directed towards encouraging students to first imagine doing more than the minimum amount of work to “pass” a class, and then decide to dedicate the effort it would take to improve their concentration, participation, and assignment completion.

The Fall 2008-2009 Scholarship Report data shows an overall pass rate of 75% in their Social studies courses. A pass rate of 41% was achieved on the Global Regents Exam in June 2009. Over 10% of those students taking the Global Regents achieved the Proficiency Level 3 or above. Approximately 2% of the 2009 Cohort (K) achieved Academic Mastery in Global.

As will be noted below, a four-year review of the Global Examination scores indicates a constant passing performance; however the number of students tested varied. The variation reflects a steadiness in the number of students taking the exam and an increase in the number of students meeting NYS Social Studies Standards.

Performance on the most recent Global Regents shows (June 2009) an impressive 9% increase over the last three years. This can be attributed to the implementation of differentiated instruction, intensive Regents review, tutoring, Professional Development, Item Analysis, departmental meetings to identify frequency of questions and students response as the population of these classes has previously experienced difficulty in mastering the subject matter.

The June 2008 and June 2009 administration of the Global Regents Examination reflects a steady 40% or more passing rate. It is important to note that in June of 2009, 10% of the students who took the Global Regents received between 55 and 64 as compared to 11% in the previous year. Table 2 refers to the 4-year trend for the Global Regents.

Table 2.

**GLOBAL HIS & GEOGRAPHY**

<i>Date</i>	<b>No. Taking Regents</b>	<b>No. (%) Passing <math>65 \leq x &lt; 85</math></b>	<b>No. (%) with Local Pass</b>	<b>Total No. (%) Meeting Standards</b>
05-06	2337	789 (26%)	12%	971 (32%)
06-07	2358	815 (28%)	12%	961 (33%)
07-08	2510	1058 (35%)	11%	1209 (40%)
08-09	2300	1073 (35%)	10%	1257 (41%)

In addition, The June 2008 and June 2009 administration of the U.S. Regents Examination reflects a yearly increase in the overall passing rate. It is important to note that in June of 2009, 293 more students took the U.S. Regents and 30% met the standards as compared to 25% the previous year. This would suggest our restructuring into Small Learning Communities (SLC), School Quality Review recommendations, and instructional remediation programs are proving to be effective. Table 3 refers to the 4-year trend for the U.S. Regents Exam.

Table 3.

**U.S. HISTORY & GOVERNMENT**

<i>Date</i>	<b>No. Taking Regents</b>	<b>No. (%) Passing <math>65 \leq x &lt; 85</math></b>	<b>No. (%) with Local Pass</b>	<b>Total No. (%) Meeting Standards</b>
05-06	1092	455 (15%)	7%	607 (20%)
06-07	1223	582 (20%)	5%	757 (26%)
07-08	1209	605 (20%)	5%	756 (25%)
08-09	1502	766 (25%)	7%	919 (30%)

Student Achievement Trend

The Math Department holds high expectations for all students. Students strive to be academically challenged. The Fall 2008-2009 Scholarship Report data shows an overall pass rate of 60% in their mathematics courses. A pass rate of 61% was achieved on the Math A/Integrated Algebra Regents Exam in June 2009. Over 42% of those students taking the June Regents achieved the Proficiency Level in mathematics. Approximately 8% of the 2009 Cohort (K) achieved Academic Mastery in mathematics. Table 4 refers to the mathematics Regents Exam 4 Year Trends.

As will be noted below, a four-year review of the June Mathematics Regents scores indicates a constant passing performance; however the number of students tested varied. The variation reflects an increase in the number of students taking the exam and an increase in the number of students meeting NYS Math Standards within the past 4-years.

Performance on the most recent Math Regents shows (June 2009) an impressive increase over the last three years. This can be attributed to differentiated instruction, intensive Regents review, tutoring, Professional Development, and Math Workshops, as the population of these classes has previously experienced difficulty in mastering the subject matter.

The June 2008 and June 2009 administration of the Math Regent Examination reflects a 62% passing rate. It is important to note that in June of 2009, 59% of the students who took the Math Regents received between 65 and 84 as compared to 56% in the previous year. Table 4 refers to the 4-year trend for the Math Regents.

Table 4.

**MATH A/INTEGRATED ALGEBRA**

<i>Date</i>	<b>No. Taking Regents</b>	<b>No. (%) Passing <math>65 \leq x &lt; 85</math></b>	<b>No. (%) with Local Pass</b>	<b>Total No. (%) Meeting Standards</b>
05-06	2701	1426 (47%)	5%	1578 (52%)
06-07	2619	1484 (51%)	16%	1600 (55%)
07-08	2782	1693 (56%)	16%	1814 (60%)
08-09	2850	1808 (59%)	16%	1900 (62%)

## Student Achievement Trend

The Science Department holds high expectations for all students. Students strive to be academically challenged. The Fall 2008-2009 Scholarship Report data shows an overall pass rate of 37.1% in their science courses. A pass rate of 60% was achieved on the Living Environment Regents Exam in June 2009. Approximately .04% of the 2009 Cohort (K) achieved Academic Mastery in June 2009. Tables 5 & 6 refer to the Life Science and Physical Setting Regents Exams 4 Year Trends.

As will be noted below, a four-year review of the June Science Regents scores indicates a constant passing performance; however the number of students tested varied. The variation reflects an increase in the number of students taking the exam and an increase in the number of students meeting NYS Science Standards within the past 4-years.

Performance on the most recent Science Regents shows (June 2009) an impressive increase over the last three years. This can be attributed to differentiated instruction, cooperative learning, item analysis, intensive Regents review, tutoring, and Professional Development as the population of these classes has previously experienced difficulty in mastering the subject matter.

The June 2008 and June 2009 administration of the Science Regents Examination reflects a 47% passing rate. It is important to note that in June of 2009, 14% of students who took the Science Regents received between 54 and 64 as compared to the previous year. Table 5 refers to the 4-year trend for the Science Regents. This would suggest that in a small structured learning environment, remediation could be effective.

Table 5.

### **LIFE SCIENCE**

<i>Date</i>	<b>No. Taking Regents</b>	<b>No. (%) Passing <math>65 \leq x &lt; 85</math></b>	<b>No. (%) with Local Pass</b>	<b>Total No. (%) Meeting Standards</b>
05-06	1852	971 (32%)	14%	1032 (34%)
06-07	1922	1019 (35%)	15%	1048 (36%)
07-08	2117	1149 (38%)	15%	1209 (40%)
08-09	2290	1349 (44%)	14%	1441 (47%)

In addition, The June 2008 and June 2009 administration of the Physical Settings Examination reflects incremental gains (2%) in the number of students receiving between a 65 and 84. It is important to note that in June of 2009, 104 more students took the Physical setting and only 6% received between 55 and 64. 10 % of students are meeting NYS Standards as compared to the previous year. Table 6 refers to the 4-year trend for the Physical Setting Regents.

Table 6.

### **PHYSICAL SETTING (EARTH SCIENCE, CHEMISTRY, AND PHYSICS)**

<i>Date</i>	<b>No. Taking Regents</b>	<b>No. (%) Passing <math>65 \leq x &lt; 85</math></b>	<b>No. (%) with Local Pass</b>	<b>Total No. (%) Meeting Standards</b>
05-06	1123	334 (11%)	8%	364 (12%)
06-07	1048	262 (9%)	20%	291 (10%)
07-08	847	212 (7%)	5%	242 (8%)
08-09	951	276 (9%)	6%	307 (10%)

The Foreign Language Department holds high expectations for all students. Students strive to be academically challenged. The Fall 2008-2009 Scholarship Report data shows an overall pass rate of 100% in their Foreign Language Regents. A pass rate of 100% was achieved on the Spanish and French Regents Examinations (Table 7 and 8). As well, students received 100% passing on the Italian, Latin, and LOTE Exams in June 2009. Over 90% of those students taking the Spanish, French, Italian, and Latin Regents achieved the Proficiency Level 3 or above.

As illustrated below, a four-year review of the June Foreign Language Regents scores indicates a constant passing performance; however the number of students tested varied. The variation reflects an increase in the number of native students taking the exam and having them take more Native Language classes before sitting for the exam.

Table 7.

### COMPREHENSIVE SPANISH

<i>Date</i>	<b>No. Taking Regents</b>	<b>No. (%) Passing 65 ≤ x &lt; 85</b>	<b>No. (%) with Local Pass</b>	<b>Total No. (%) Meeting Standards</b>
05-06	147	99%	1%	79%
06-07	176	100%	0%	86%
07-08	213	99.5%	.07%	83%
08-09	160	100%	0%	68.13%

Table 8

### FRENCH

<i>Date</i>	<b>No. Taking Regents</b>	<b>No. (%) Passing 65 ≤ x &lt; 85</b>	<b>No. (%) with Local Pass</b>	<b>Total No. (%) Meeting Standards</b>
05-06	12	92%	8%	67%
06-07	22	73%	14%	23%
07-08	4	75%	25%	25%
08-09	5	100%	0%	100%

The John Adams High School community holds high expectations for all students. The Fall 2008-2009 Scholarship Report data shows an overall attendance rate of 77.6% as compared to June 2007 74.7%. The increase reflects a steadiness in outreach to students and parents. The Attendance Committee meets monthly to analyze attendance trends and revise our systems accordingly. Some of our efforts include, but are not limited to:

- LTAs Capturing Program
- Attendance Committee
- 407 Intervention Plan
- Revised Planning Interview

Table 2A

**John Adams High School 2009 Attendance Report**

<b>Year</b>	<b>Attendance %</b>	<b>Active Students</b>
05-06	76.1%	3065
06-07	74.7%	2984
07-08	75.3%	3017
08-09	77.6%	3048

Our projected attendance for the 2009-2010 is 81.5.

The Athletic Department holds high expectations for all students. Students strive to be academically challenged. The Fall 2008-2009 internal data report shows an increase in the number of students participating in PSAL activities.

Table 2B

**John Adams High School Athletic Department**

<b>Year</b>	<b># of Participants</b>
07-08	428
08-09	469
09-10	** 476

\*\*The projection for 2009-2010.

**What have been the greatest accomplishments over the last couple of years?**

The following measures have contributed positively to the overall performance and environment of the school.

Tables 2C through 2F capture the overall growth in student achievement and outcome as measured by the 2008-2009 Progress Report and NYS Accountability Report. Graphs 1 through 5 show the four-year trend in the following: student progress, student performance, and school environment. The improvements reflect our continuous commitment and effort to increase student outcomes in all areas, as well as providing all students (on track, almost on track, and off track) the social and emotional support to succeed.

**TABLE 2C**

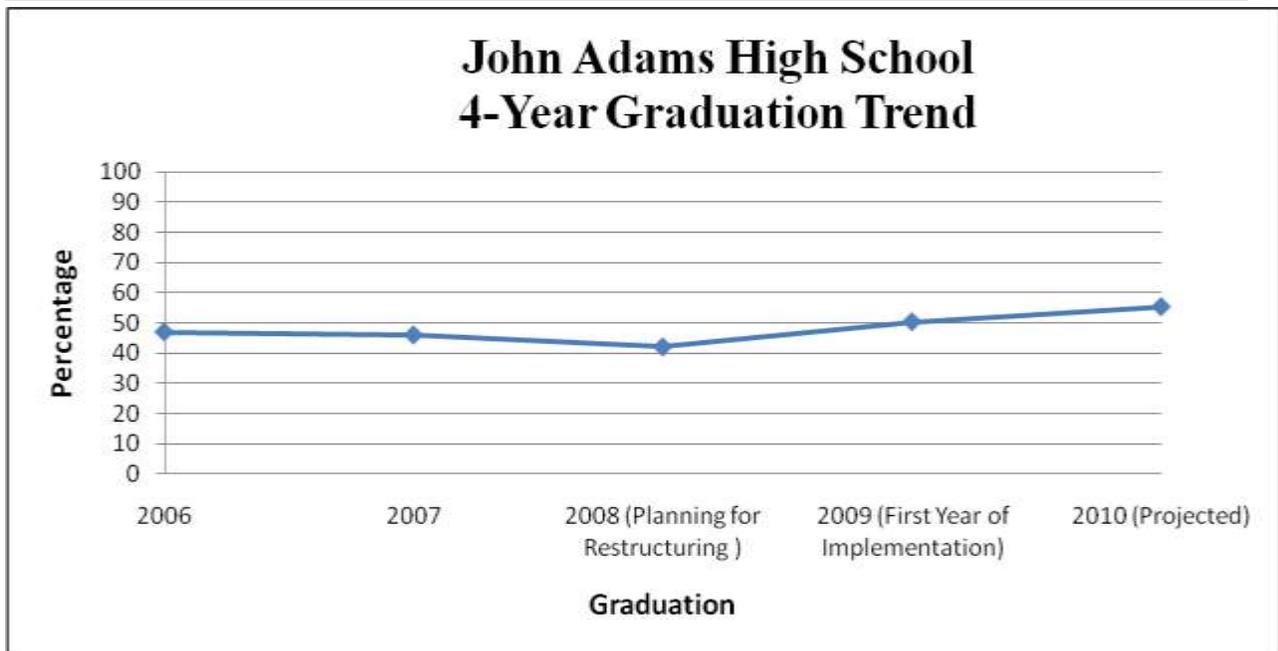
**PROGRESS REPORT – THREE-YEAR IMPROVEMENT TREND  
STUDENT PERFORMANCE**

<b>Student Performance (15%)</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010 (**Projected)</b>
	<b>FOUR YEAR</b>			
Graduation Rate	48.3%	<b>42.2%</b>	<b>50.4%</b>	<b>55.4%</b>
Weighted Diploma Rate	80.7%	<b>77.7%</b>	<b>92.8%</b>	<b>101.4%</b>
	<b>SIX YEAR</b>			
Graduation Rate	66.2%	58.1%	<b>58.1%</b>	<b>59.3%</b>
Weighted Diploma Rate	92.5%	98.1%	<b>100.6%</b>	<b>103.5%</b>

\*\*Projection is based on the PRELIMINARY results from the progress report

A closer look at last year’s Progress Report and NYS Accountability Report data illustrates that we have made statistically significant gains in the number of student graduating within 4 years and six years. Graph 1 shows the 4-year trend amongst our graduating cohorts: H (2006); I (2007); J (2008); and K (2009).

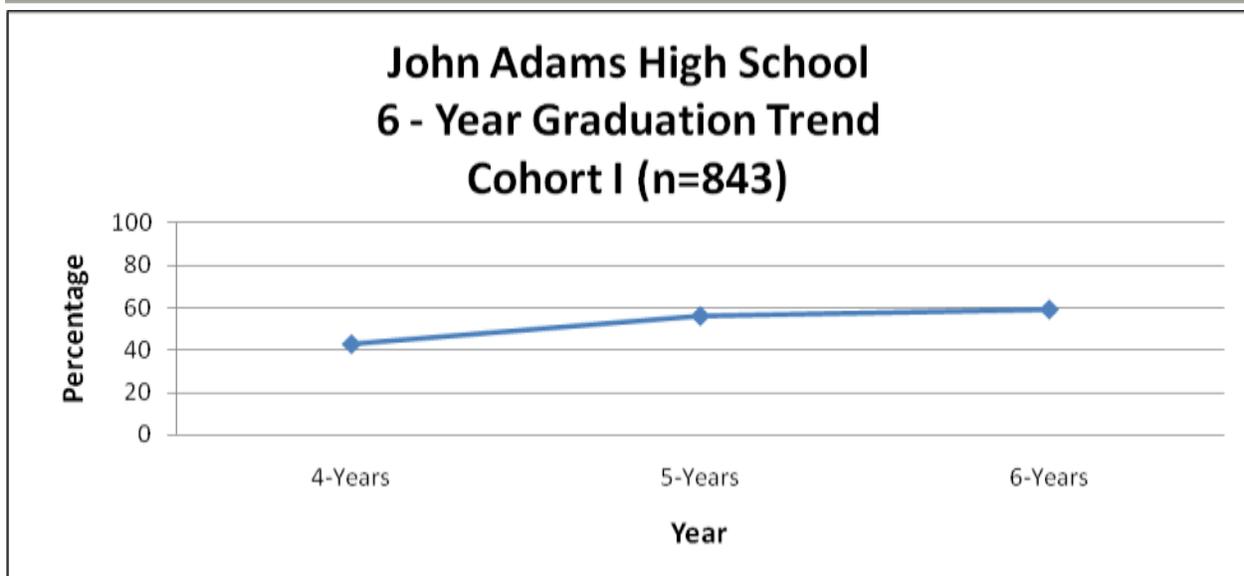
**GRAPH 1.**



Data taken from the NYC Progress Report

**GRAPH 2.**

The outcome for the Class of 2003 as measured by the total years it took students to graduate.



Data taken from the NYS Accountability Report at <https://www.nystart.gov/crn/cgi-bin/cognos.cgi>

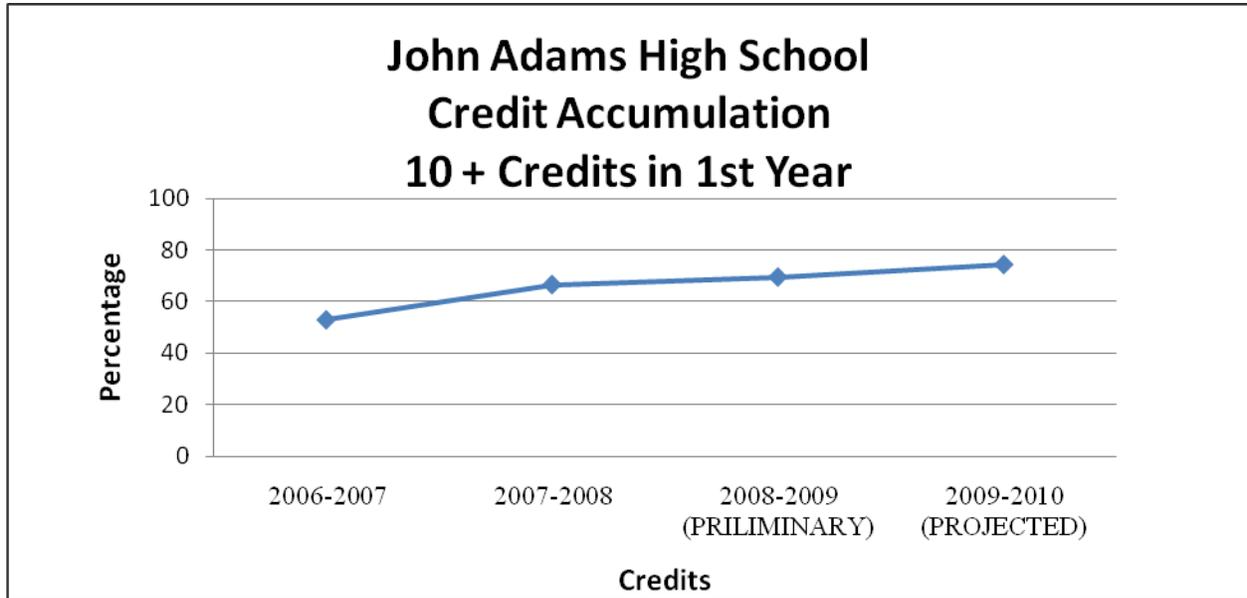
**TABLE D**

**STUDENT PROGRESS**

<b>Student Progress (60%)</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010 (Projected)</b>
10 + Credits in 1 <sup>st</sup> Year	53.1%	66.6%	<b>69.5%</b>	<b>74.3%</b>
10 + Credits Lowest Third 1 <sup>st</sup> Year	N/A	46.7%	<b>49.5%</b>	<b>54.6%</b>
10 + credits in 2 <sup>nd</sup> Year	37.5%	<b>48.8%</b>	<b>55.3%</b>	<b>60.3%</b>
10 + credits in 3 <sup>rd</sup> Year	41.2%	<b>36.5%</b>	<b>42.2%</b>	<b>47.5%</b>
10 + credits Lowest Third 3 <sup>rd</sup> Year	N/A	<b>29.8%</b>	<b>36.4%</b>	<b>44.2%</b>
<b>Average Completion Rate for Remaining Regents</b>	<b>24.6%</b>	<b>26.2%</b>	<b>32.3%</b>	<b>37.5%</b>

The graph below reflects the progress made in the number of students accumulating 10 + credits in their first year.

**GRAPH 3.**



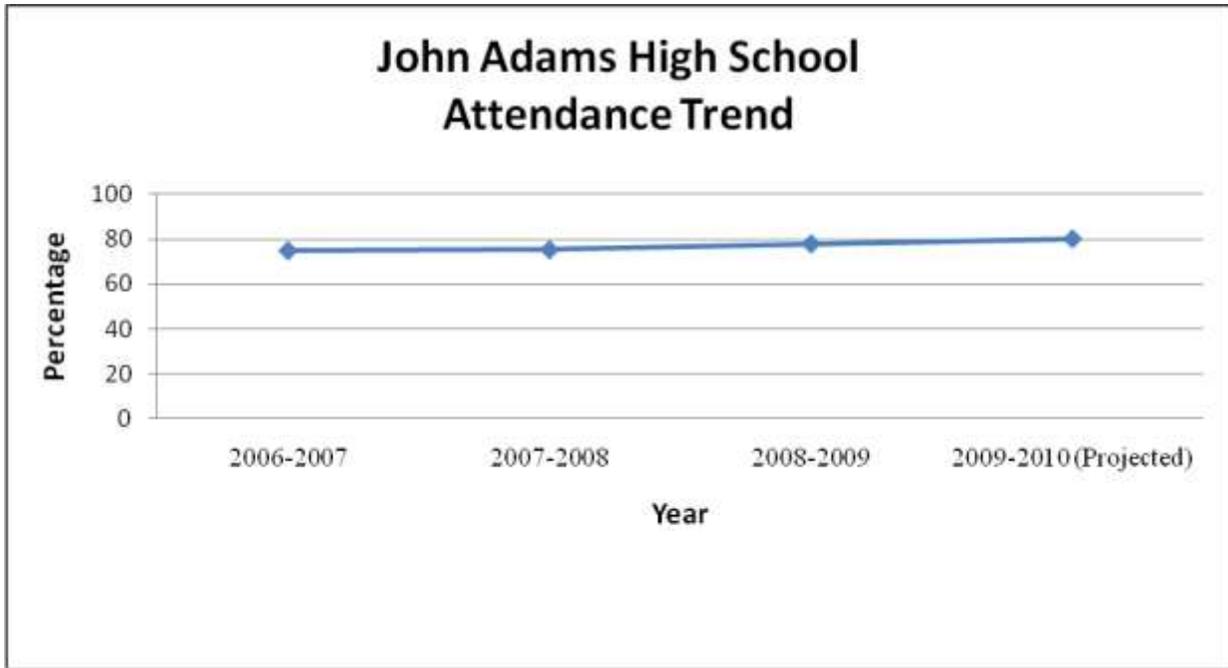
**TABLE E**

**SCHOOL ENVIRONMENT**

School Environment (15%)	2006-2007	2007-2008	2008-2009	2009-2010 (Projected)
Safety and Respect:	5.6%	6.6%	7.0%	10%
Academic Expectations:	6.2%	5.7%	6.1%	9.8%
Engagement:	5.1%	5.9%	6.3%	10%
Communication:	5.1	6.2%	6.6%	10%
Attendance:	74.9%	75.3%	77.9	80.1%

As illustrated below, graph 4 shows progress in attendance over three years.

**GRAPH 4.**



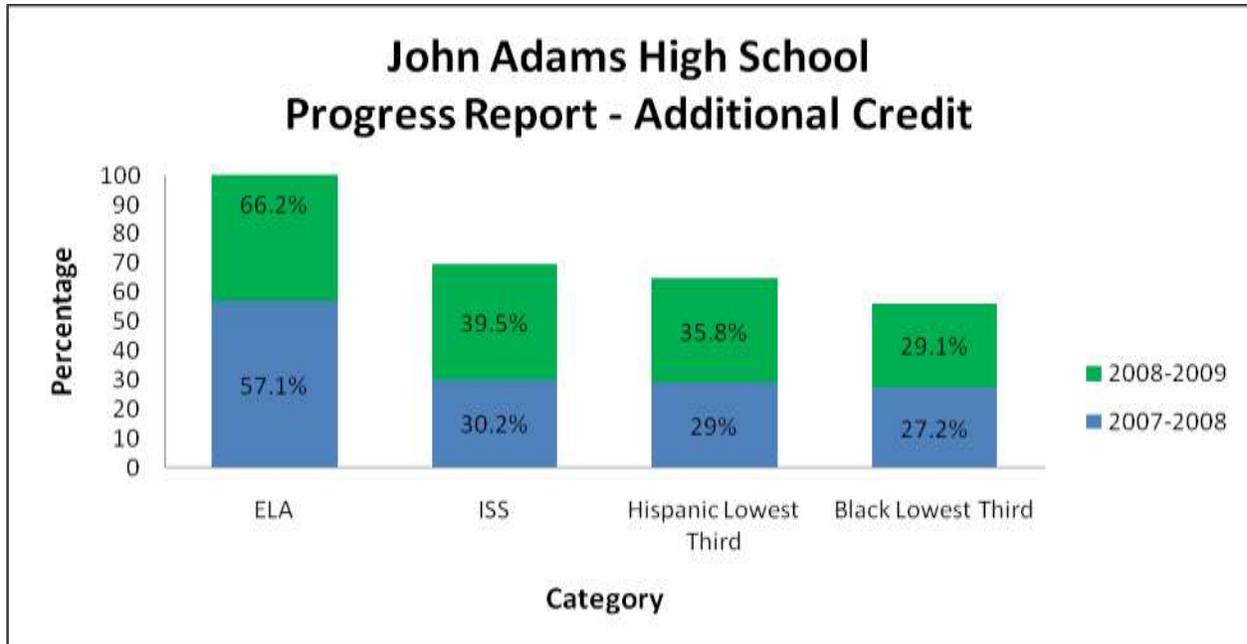
**TABLE F**

**ADDITIONAL CREDIT**

Category	Credit	2006-2007	2007-2008	2008-2009	2009-2010
English Language Learners	1.00	N/A	57.1%	66.2%	70.8%
Special Education Students		N/A	30.2%	39.5%	47.9%
Hispanic Students in the Lowest Third Citywide		N/A	29.0%	35.8%	40.4%
Black Students in the Lowest Third		N/A	27.2%	29.1%	45.8%
<b>LOWEST THIRD CITY WIDE REGENTS</b>					
ELA		N/A	11.2%	4.2%	10.4%
Math		N/A	2.9%	3.2%	5.7%
Regents Diploma		N/A	9.0%	9.2%	16.2%

As illustrate in the graph below, statistically significant gains were made in each additional credit category.

**GRAPH 5.**



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **John Adams Annual Goals are as follows for 2009-2010:**

1. To increase student attendance from 77.5 % to 80% by June 2010 as measured by ATS attendance reports.
2. To increase to 75% the number of students earning 10 or more credits by June 2010, as measured by students scholarship report.
3. To increase by 5% the passing rate of test scores of 65 or higher for all Regents Examinations by June 2010.
4. To increase to 90% teacher capacity in the utilization of differentiated instruction as measured and noted by classroom observations by June 2010.
5. To increase to 85% the use of data among administration and teachers by June 2010, as measured by the utilization of ARIS link.
6. To measurably increase the graduation rate to 55% by June 2010.

**Jumpstart Academy  
Newcomers  
Media Communication Arts  
Queens Business Institute  
Justice, Law, and International Studies  
Environmental, Science & Research  
Health & Sports  
ISS Department\*\***

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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Jump Start Academy (One)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. To increase student attendance from 77.5 % to 80% by June 2010 as measured by ATS attendance reports.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>From September 2009 to June 2010</b></p> <ul style="list-style-type: none"> <li>- After 2 absences or lateness’s parent contact by teacher.</li> <li>- Student’s conferences after 3 consecutive absences.</li> <li>- Parent conferences after 5 consecutive absences.</li> <li>- Perfect attendance incentives.</li> <li>- Students will be held accountable for bringing in absent notes.</li> <li>- Daily student conduct sheets for persistent absent students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• High Schools That Work</li> <li>• School Funding for Professional Development</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Indicators of Interim Progress</b></p> <ul style="list-style-type: none"> <li>- Phone logs</li> <li>- Weekly Common Planning staff student outreach.</li> <li>- Daily progress reports</li> <li>- Analysis of daily attendance data.</li> </ul> <p><b>Projected Gains :</b></p> <ul style="list-style-type: none"> <li>- Reduction in student truancy</li> <li>- Reduction in student lateness's</li> <li>- Increased positive parent contact.</li> </ul>
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<b>Subject/Area (where relevant):</b>	<b>Jumpstart Academy (Two)</b>
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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2. To increase to 75% the number of students earning 10 or more credits by June 2010, as measured by students scholarship report.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Academic Intervention Services Tutoring</li> <li>• Advisory Support Classes</li> <li>• Counseling</li> <li>• Common Planning</li> <li>• Interdisciplinary Learning</li> <li>• Use of ARIS to differentiate instruction</li> <li>• Project Based Learning</li> <li>• Alternative Assessments</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I Castle Learning On-Line</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Acuity Testing</li> <li>• Subject Exams</li> <li>• Marking Period Grades</li> <li>• Interdisciplinary Project Presentations</li> <li>• Periodic Progress Reports</li> <li>• Teacher Formative and Summative assessments</li> <li>• Inquiry Team Observations</li> </ul> <p>Projected Gains:  Increased marking period grades and teacher passing rates.  Increased Percent of Attendance  Minimum of 10 credits earned.</p>
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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

<b>Subject/Area (where relevant):</b> <b>Jump Start Academy (Three)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3. To increase by 5% the passing rate of test scores of 65 or higher for all Regents Examinations by June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Academic Intervention Services Tutoring</li> <li>• Advisory Support Classes</li> <li>• Counseling</li> <li>• Common Planning</li> <li>• Interdisciplinary Learning</li> <li>• Collaborative Inquiry teams</li> <li>• Differentiated Instruction</li> <li>• Project Based Learning</li> <li>• Intensive Regent’s preparation</li> <li>• Incentive Programs</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I Castle Learning On-Line</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Acuity Testing</li> <li>• Subject Exams</li> <li>• Marking Period Grades</li> <li>• Periodic Progress Reports</li> <li>• Inquiry Team Observations</li> <li>• June 2010 Regents Scores</li> </ul> <p>Projected Gains :  Increased acuity predictor scores.  Increased Regent's statistics on at least 2 regents exams for 9<sup>th</sup> grade students</p>
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**SECTION VI: ACTION PLAN**

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<b>Subject/Area (where relevant):</b> Jumpstart Academy (Four)
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 to increase the promotion rate of all 9<sup>th</sup> grade students 5 percentage points increasing from 70% in June 2009 to 75% in June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Academic Intervention Services Tutoring</li> <li>• Advisory Support Classes</li> <li>• Counseling</li> <li>• Common Planning</li> <li>• Interdisciplinary Learning</li> <li>• Use of ARIS to differentiate instruction</li> <li>• Project Based Learning</li> <li>• Alternative Assessments</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I Castle Learning On-Line</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Acuity Testing</li> <li>• Subject Exams</li> <li>• Marking Period Grades</li> <li>• Interdisciplinary Project Presentations</li> <li>• Periodic Progress Reports</li> <li>• Teacher Formative and Summative assessments</li> <li>• Inquiry Team Observations</li> </ul> <p>Projected Gains:  Increased marking period grades and teacher passing rates.  Increased Percent of Attendance  Minimum of 10 credits earned.</p>
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## SECTION VI: ACTION PLAN

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<b>Jumpstart Academy (Five)</b>	
<b>Subject/Area (where relevant):</b>	
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	5. To increase to 85% the use of data among administration and teachers by June 2010, as measured by the utilization of ARIS link
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• Assist students in developing their own action plans.</li> <li>• Professional development on the use of ARIS by teachers.</li> <li>• Professional development on the use of an individual education plan.</li> <li>• Progress Reports</li> <li>• Student Action Plans</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Title I Professional Development
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Increased use of ARIS as logged in by teacher time.</li> <li>• Review of organized teacher binders.</li> <li>• Increased student achievement</li> <li>• Organization of Individual Instruction Plans for each student</li> </ul> <p>Projected Gains : 90% of all teachers in the Jumpstart Academy will be using ARIS and keeping individual logs on all</p>

	<p>their students by June 2010. Increased marking period grades.</p>
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<b>Subject/Area (where relevant):</b> <b>Newcomers Program/ELL (One)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010</b></p> <ul style="list-style-type: none"> <li>To increase student attendance from 77.5% to 80% by June 2010 as measured by ATS reports.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>From September 2009 to June 2010</b></p> <ul style="list-style-type: none"> <li>ESL and Bilingual teachers will have a common planning period to discuss student’s progress, analyze data and share best practices for ELL students</li> <li>To have a Bilingual Outreach pedagogy in charge of parental outreach in Spanish and English.</li> <li>The creation of College Now Classes to support Advanced and Transitional ELLs (ESL 145/150)</li> <li>The creation of an incentive program for students that have 90% attendance.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>Projected gain 5% increase</li> <li>Instrument of measure</li> <li>Attendance Reports</li> <li>Credit Accumulation</li> <li>Grades on Report Cards</li> </ul>

**SECTION VI: ACTION PLAN**

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<b>Subject/Area (where relevant):</b> <b>Newcomers Program/ELL (Two)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010</b></p> <ul style="list-style-type: none"> <li>To increase to 75% the number of students earning 10 or more credits by June 2010 as measured by student scholarship report.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>From September 2009 to June 2010</b></p> <ul style="list-style-type: none"> <li>ESL and Bilingual teachers will have a common planning period to discuss student’s progress, analyze data and share best practices for ELL students improving motivation in classes.</li> <li>To provide additional opportunities for ELL students to obtain credits through             <ul style="list-style-type: none"> <li>Extended Day Programs</li> <li>SIFE Saturday Academy</li> </ul> </li> <li>Tutoring to improve content knowledge</li> <li>Extra curricular activities as sports, clubs and trips</li> <li>Achieve 3000</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Projected gain 5% increase</p> <ul style="list-style-type: none"> <li>Instrument of measure</li> <li>Attendance Reports</li> <li>Credit Accumulation</li> <li>Grades on Report Cards</li> </ul>



**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**.Subject/Area (where relevant):**

**Newcomers Program/ELL (Three)**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2009</b></p> <p>To increase by 5% the passing rate of test scores of 65 or higher for all Regents Exams by June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>From September 2009 to June 2010</b></p> <ul style="list-style-type: none"> <li>• To offer tutoring to all students</li> <li>• To create after school classes that addresses Regents Review.</li> <li>• To provide differentiated instruction through programs as Achieve 3000, Destination Math, and Visual Learning in Science.</li> <li>• To use Classroom, Inc. reading and writing simulation in ELA, ESL Advanced and ESL Transitional classes.</li> <li>• To have NLA SIFE Classes.</li> <li>• To use Achieve 3000 in all ESL LAB Classes.</li> </ul>
	<ul style="list-style-type: none"> <li>• Office of Schools Improvement</li> <li>• Grants as Achieve Now, SIFE and others.</li> <li>• High Schools That Work</li> <li>• Title III</li> <li>• Title I</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review  
;instrument(s) of measure; projected gains*

**Indicators of Interim Progress**

- English and Math Acuity
- Achieve 3000 Reading Levels Assessments
- Portfolios
- Pearson Periodic Assessment
- Performance Series

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**.Subject/Area (where relevant):**

**Newcomers Program/ELL (Four)**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2009</b></p> <p>To increase to 90% teacher capacity in the utilization of differentiated instruction as measured and noted by classroom observations by June 2010..</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>From September 2009 to June 2010</b></p> <p>To attend Professional Development offered by:</p> <ul style="list-style-type: none"> <li>• Office of Language Learners</li> <li>• High Schools That Work</li> <li>• Cultural Agencies and Museums</li> <li>• JAHS Professional Development Committee</li> <li>• Knowledge Network</li> <li>• BETAC</li> <li>• Classroom, Inc.</li> <li>• Achieve 3000</li> </ul> <p>Responsible staff: Teachers, SLC Director, Assistant Principals, UFT Teacher Center Representative</p>
	<ul style="list-style-type: none"> <li>• Office of Schools Improvement</li> <li>• Bill and Melinda Gates Foundation</li> <li>• High Schools That Work</li> <li>• Title III</li> <li>• SIFE Grant</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

**Indicators of Interim Progress**

- NYSESLAT Exam
- Pearson Periodic Exam
- ELL Graduation Rate
- Daily Attendance

To Increase by 5% on the above instruments of measure

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**.Subject/Area (where relevant):** Newcomers Program/ELL (Five)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010</b></p> <p>To increase to 85% the use of data among administration and teachers by June 2010 as measured by the utilization of ARIS link. .</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>From September 2009 to June 2010</b></p> <ul style="list-style-type: none"> <li>• To provide professional development during Common Planning Time &amp; after school in:</li> <li>• ARIS</li> <li>• Pearson Periodic Assessments, ACUITY</li> <li>• Data on ATS Reports as RNMR, RYOS, RLER, DNLO and others.</li> <li>• NYSESLAT &amp; LABR</li> <li>• ELE Exams</li> <li>• Achieve 3000</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Schools That Work</li> <li>• Office of Language Learners</li> <li>• Office of School Improvement</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Indicators of Interim Progress</b></p> <ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Snapshots</li> <li>• Common Planning discussions every week</li> <li>• Portfolios, journals, presentations and reader’s notebook</li> <li>• Grade Reports</li> </ul>

- Credit Accumulation
- Grades on Regents

**Projected gains**

To Increase by 5%

- the percentage of attendance
- Percentage of students graduating
- Scholarship reports

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**.Subject/Area (where relevant):** Newcomers Program/ELL (Six)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010</b></p> <ul style="list-style-type: none"> <li>To measurably increase the graduation rate to 55% by June 2010..</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>From September 2009 to June 2010</b></p> <ul style="list-style-type: none"> <li>To identify Long Term ELLs using ATS Report RYOS and RNMR</li> <li>To create Reading and Writing class for Long Term Ells using Achieve 3000</li> <li>To offer extended day and tutoring during and after school</li> <li>To continue College Now ESL Classes using Science and Social content areas to develop ELL’s language skills.</li> <li>The creation of an incentive program for students that graduate on time.</li> <li>The Assistant Principal in charge of this area will work closely with counselor in analyzing data and patterns of ELLs.</li> <li>To provide monthly In addition providing all additional support necessary.</li> <li>To discuss progress, attendance and students work during common planning time among the teachers in the Newcomers Program.</li> <li>Class trips to higher learning institutions to create higher expectations and engage low motivated students.</li> <li>Parental Outreach by teachers, coordinators, counselors, deans and Principal in charge.</li> <li>.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>Title III :Parental Outreach, Classes After school, Tutoring Program, Incentive Activities SIFE Grant: SIFE classes, Achieve 3000, Destination Math, Science Visual Learning and Project Based Class in NLA class</li> <li>Bill and Melissa Gates Grant: To providing professional development in differentiated instruction, scaffolding, coaching, and rigorous approach to engage all students.</li> <li>Target Trip Grant and other available grant funding</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

**Indicators of Interim Progress**

- Assemblies
- Marking Period Grades
- Midterm and Final Examinations
- Progress reports with short and long term goals
- Attendance records
- Credit Accumulation on Transcripts by the end of each semester
- NYSESLAT and LAB R general scores and skills scores
- Periodic Assessment
- New York State Regents Examinations in January and June 2009.
- Observations
- Snapshots
- Common Planning discussions every week
- Portfolios, journals, presentations and reader's notebook

**Projected gains**

To Increase by 5%

- the percentage of attendance
- Percentage of students graduating
- credit accumulation
- Percentage of students attending college
- Parental involvement
- Reduce the drop out rate including the Latino population
- Diminishing the gap between the female and male genders

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

<b>Subject/Area (where relevant):</b>	<b>Media Communication Arts (One)</b>
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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase student attendance from 77.5% to 80% by June 2010 as measured by ATS reports.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Teachers, the AP, the Guidance Counselor, and the SLC Director will work in collaboration during Common Planning Time to analyze data through ARIS and discuss individualized student needs to promote student success. Parental outreach by phone calls, letters and conferences will strengthen the Collaborative Inquiry to promote attendance within the SLC. Members of the SLC actively clearing the halls each period to ensure students attend class.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Common Planning Time each day during the week in the SLC allows for phone calls, guidance conferencing, student discussion, professional development, and data analysis. Support from our attendance teachers through ATS will further satisfy the needs of the students.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Daily attendance will be monitored by teachers. Weekly Collaborative Inquiry and data analysis through ARIS & ATS will assist in on-going review. Timely hallway clearance by the SLC team members each period, every day will ensure improved attendance.

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

<b>Subject/Area (where relevant):</b>	<b>Media Communication Arts (Two)</b>
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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase to 75% the number of students earning 10 or more credits by June 2010 as measured by student scholarship report.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Teachers will implement differentiated instruction in their classes to provide all students with the greatest potential to pass their classes. SLC Common Planning Time will offer the opportunity for teachers to discuss individualized students progress and plans for improvement. Data analysis will provide opportunities for credit accumulation, Academic Intervention Services, and Guidance Counseling. Tutoring will be offered through the SLC Common Planning Time.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Professional Development for members of the MCA SLC in data analysis and differentiated instruction will be provided by the UFT Teacher’s Center and the Knowledge Network.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Scholarship reports at the end of each marking period will indicate that 75% of the students in the Media Communication Arts Small Learning Community will pass all of their scheduled classes by June 2012.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

<b>Subject/Area (where relevant):</b>	<b>Media Communication Arts (Three)</b>
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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase by 5% the passing rate of test scores of 65 or higher for all Regents exams by June 2010.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Collaborative Inquiry through ARIS analysis will identify the needed Regents exams for each student. Students will be notified of their scheduled exams and offered tutoring by members of the SLC. Data analysis will provide specific focus on the lowest third for improvement by one performance level.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Professional Development for data analysis and instruction of Regents exam preparation through differentiated instruction will be provided by The UFT Teacher’s Center and the Knowledge Network.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Regents’ results in June 2010 will reflect a 75% passing rate of the Media Communication Arts students in their scheduled Regents exams.

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

<b>Subject/Area (where relevant):</b>	<b>Media Communication Arts (Four)</b>
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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	To increase to 90% teacher capacity in the utilization of differentiated instruction as measured and noted by classroom observations by June 2010.
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	Professional Development will be provided to all of the teachers in the Media Communication Arts Small Learning Community by the UFT Teacher’s Center and the Knowledge Network on a regular basis. Follow-up strategies and best practices will be shared by teachers during Common Planning Time each week.
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	Scheduled professional development sessions will be offered to the entire staff through the UFT Teacher’s Center. Teachers and Assistant Principals will receive regular professional development from the Knowledge Network.
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	Classroom observations will reflect differentiated instruction by content, process and/or assessment in all classes by June 2010.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

<b>Subject/Area (where relevant):</b>	<b>Media Communication Arts (Five)</b>
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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase to 85% the use of data among administration and teachers by June 2010 as measured by the utilization of ARIS link.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Members of the Media Communication Arts Small Learning Community (teachers, AP, Guidance Counselor, Director, and parents) will participate in Collaborative Inquiry to improve student performance in attendance, credit accumulation, Regents exams, and graduation. The inquiry process will identify students in need of Academic Intervention Services, Guidance Counseling, credit accumulation and Regents exams.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Collaborative Inquiry will be made by members of the Media Communication Arts Small Learning Community during Common Planning Time with the use of ARIS and other qualitative and quantitative data. On-going professional development will be offered by the UFT Teacher’s Center and the Knowledge Network.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Daily classroom data analysis by teachers, weekly Collaborative Inquiry through ARIS, attendance reports from ATS, scholarship reports at the end of each marking period, and Regents results will provide continued data analysis necessary to support the students of the Media Communication Arts Small Learning Community in their needs to graduate.

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

<b>Media Communication Arts (Six)</b>	
<b>Subject/Area (where relevant):</b>	
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To measurably increase the graduation rate to 55% by June 2010.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	The AP, Guidance Counselor and Director will identify the Cohort L students in the MCA SLC and orchestrate an assembly with our AP of Data & Accountability and the College Counselor to provide transcripts and college application information to the students. Individualized student action plans will be developed to ensure necessary credit accumulation and Regents exam success required to graduate. Follow-up measures will be taken at weekly SLC CPT to provide on-going data analysis.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Professional Development by the UFT Teacher’s Center and the Knowledge Network in data analysis will allow for information to be disseminated to students and parents through ARIS to ensure their timely graduation.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Scholarship reports at the end of each marking period and Regents results at the end of each term will provide benchmark evidence that 55% of the Cohort L students in the Media Communication Arts Small Learning Community will graduate by June 2010.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

<b>Subject/Area (where relevant):</b>	<b>Queens Business Institute (One)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student attendance from 77.5 % to 80% by June 2010 as measured by ATS attendance reports.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Targeted Population: Students in grades 9-12</b></p> <ul style="list-style-type: none"> <li>• Require teachers to monitor student’s attendance in their classes by 2/10</li> <li>• Establish an early intervention program by speaking with students, having them sign a late book, making phone calls and sending letters home by 2/10</li> <li>• Enter the Excessively-Late or Excessively-Absent comment on the report card of regularly late or absent students by 2/10</li> <li>• Require teachers to keep a log of all attempts made to increase attendance by 2/10</li> <li>• The inclusion of students attendance in teachers’ observations by 2/10</li> <li>• Include the attendance criteria in the department grading policy and student’s contract by 2/10</li> <li>• Principal, QBI AP, QBI Teachers, Guidance Counselors</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Teachers’ per-session through Tax Levy, Title I, Title II and Title III funding</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"><li>• Lower dropout rate and higher classroom attendance.</li></ul>
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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

<b>Subject/Area (where relevant):</b>	<b>Queens Business Institute (Two)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase to 75% the number of students earning 10 or more credits by June 2010, as measured by students scholarship report.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Targeted Population: 9<sup>th</sup> and 10<sup>th</sup> grade students with emphasis on lowest third.</b></p> <ul style="list-style-type: none"> <li>• Provide students with alternative teaching strategies such as portfolio and project based assessments</li> <li>• Schedule students to credit recovery and credit bearing classes or program them into the Achieve Now program.</li> <li>• Provide students with tutoring during school time, after-school and Saturday by 2/10</li> <li>• Implement Cooperative Group learning strategies and provide students with in class practice time in order to improve instruction and to actively engage the students in the lesson by 2/10</li> <li>• Use data to differentiate instruction to meet the students needs by 2/10</li> <li>• Principal, QBI AP, QBI Teachers, AP Organization, Guidance Counselors, Program Chair.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Funding for during school time, after-school and Saturday tutoring</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"><li>• Students passing their class exams and quizzes</li><li>• Higher percentage of students passing their classes.</li></ul>
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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

<b>Subject/Area (where relevant):</b>	<b>Queens Business Institute (Three)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 5% the passing rate of test scores of 65 or higher for all Regents Examinations by June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Targeted Population: Students in grades 9-12</b></p> <ul style="list-style-type: none"> <li>• Program students to Regents classes by 2/10</li> <li>• Provide students with Regents tutoring in order to prepare them for the Regents exams by 2/10</li> <li>• Differentiate instruction in the classroom in order to increase students’ chances of passing the Regents exam by 2/10</li> <li>• Use actual Regents questions while teaching the lesson and assign students Regents questions for homework by 2/10</li> <li>• Provide students with mock Regents exams to familiarize them with the format of the exams by 2/10</li> <li>• Principal, QBI AP, QBI Teachers, AP Organization, Guidance Counselors, Program Chair.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Funding for after school tutoring</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"><li>• Higher percentage of students passing the Acuity ITA and Predictive exam and the actual regents exams</li></ul>
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## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

<b>Subject/Area (where relevant):</b> <span style="float: right;"><b>Queens Business Institute (Four)</b></span>	
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase to 90% teacher capacity in the utilization of differentiated instruction as measured and noted by classroom observations by June 2010.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p><b>Targeted Population: Queens Business Institute Teachers</b></p> <ul style="list-style-type: none"> <li>• Set up individualized goals for teachers to improve their teaching skills by 2/10</li> <li>• Work closely with the UFT Teacher center to run workshops on differentiated instruction for teachers during and after school by 2/10</li> <li>• Send teachers to the DOE run differentiated instruction workshops by 2/10</li> <li>• Conduct regularly scheduled interdisciplinary meetings with teachers to discuss curricula and how to differentiate instruction by 2/10</li> <li>• Run weekly study groups and monthly departmental and faculty meetings by 2/10</li> <li>• Schedule teachers to a common prep period in order to share ideas and teaching strategies by 2/10</li> <li>• Principal, QBI AP, QBI Teachers, AP Organization, Program Chair.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> <li>• Funding for running after school workshops</li> <li>• Funding for class coverage</li> <li>• Funding to cover the cost of DOE run workshops.</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"><li>• Teachers are using differentiated instruction and cooperative group learning in teaching.</li><li>• Students are engaged in the day's lesson</li><li>• A decrease in the number of unsatisfactory observations</li></ul>
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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

<b>Subject/Area (where relevant):</b>	<b>Queens Business Institute (Five)</b>
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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase to 85% the use of data among administration and teachers by June 2010, as measured by the utilization of ARIS link.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Targeted Population: Queens Business Institute Teachers</b></p> <ul style="list-style-type: none"> <li>● Send teachers to staff development on how to use ARIS by 2/10</li> <li>● Run professional development on how to use EXCEL to manipulate data by 2/10</li> <li>● Conduct workshops on how to use mail merge in order to send progress reports and letters home by 2/10</li> <li>● Show teachers how ARIS can be effectively used to differentiate instruction in the classroom by 2/10</li> <li>● Provide teachers with access to ATS to check students’ period attendance by 2/10</li> <li>● Principal, QBI AP, QBI Teachers, AP Organization.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>● Funding for running after school workshops</li> <li>● Funding to cover the cost of DOE run workshops.</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"><li>• Teachers are using data to increase attendance and to differentiate instruction</li></ul>
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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

<b>Subject/Area (where relevant):</b>	<b>Queens Business Institute (Six)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To measurably increase the graduation rate to 55% by June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Targeted Population: Students in the 12<sup>th</sup> grade and students who failed or never sat for the Regents exam.</b></p> <ul style="list-style-type: none"> <li>● Placement of students in reduced class sizes (Including ELL and ISS students) by 2/10</li> <li>● Reduce student-teacher ratio enabling small group and individualized instruction based on teacher’s assessed needs of students by 2/10</li> <li>● Program students who failed their Regents exams into Regents classes by 2/10</li> <li>● Provide students with individualized instruction based on assessed needs by 2/10</li> <li>● Provide students with after-school / Saturday support (Levels 1 and 2, Including ELL and ISS Students) by 2/10</li> <li>● Provide skills driven tutoring based on assessed student needs by 2/10</li> <li>● Principal, QBI AP, QBI Teachers, AP Organization, Guidance Counselors, Program Chair.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>● Funding for reduced class sizes</li> <li>● Per-session money for tutoring</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"><li>• Students will pass the teacher made exams, midterms and finals and the actual January and June Regents examinations.</li></ul>
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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

<b>Subject/Area (where relevant):</b>	<b>Justice, Law, International Studies (One)</b>
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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase student attendance from 77.5 % to increase to 80% by June 2010 as measured by ATS reports.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will provide parental outreach            Teachers will make referral to guidance counselors            Teachers will discuss student progress in small learning community meetings.            Teachers will send letters and progress reports at the end of each marking period            Teachers will mentor at risk students            Teachers will analyze student data during common planning time</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Study Groups            Daily Small Learning Communities            Staff Development through High schools that work            Staff development through NYC Justice resource center</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance will increase by 10%            Students arriving late to class will improve by 10%</p>

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

<b>Subject/Area (where relevant):</b>	<b>Justice, Law, International Studies (Two)</b>
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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase to 75 % the number of students earning 10 more credits by June 2010 as measured by student scholarship report.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Teachers will provide parental outreach Teachers will make referral to guidance counselors Teachers will discuss student progress in small learning community meetings. Teachers will send letters and progress reports Teachers will mentor students at risk Teachers will discuss students during common planning time and in informal discussion on a daily basis
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Teachers, parents, school aides, guidance counselors Gates Grant Funding and support from High Schools that work Veta funding
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	75 % of students will gain 10 or more credits by June 2010

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

<b>Subject/Area (where relevant):</b>	<b>Justice, Law, International Studies (Three)</b>
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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase 5% the passing rate of test scores of 65 or higher for all regents exams by June 2010.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	To provide AIS intervention for all cohort L students To provide AIS intervention for all other students taking the regents exams in 2010 To provide a Regents Review Package and curriculum in all areas of study for students in the LAW SLC
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Tax levy Gates Grant Staff support from High Schools that work
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Students will increase by 5% on all regents exams by June 2010

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

<b>Subject/Area (where relevant):</b>	<b>Justice, Law, International Studies (Four)</b>
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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase to 90 % teacher capacity in utilization of differentiated instruction as measured and noted By classroom observation by June 2010</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Daily common planning time meetings Staff development from High Schools that work The Law community teachers sharing student data during common planning team Law community teachers are analyzing data from ARIS Teachers will form committees and develop goals and objectives for the Law Community Professional development from the Knowledge Network Peer to peer professional development conducted by teachers on differentiated instruction</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Gates Grant Staff development from High Schools that work Tax levy Veta Grant</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will be able to show greater mastery in all subject areas During classroom observations greater student engagement will be evident by teachers using differentiated instruction 90% of the time in the classroom instruction</p>

**SECTION VI: ACTION PLAN**

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<b>Subject/Area (where relevant):</b>	<b>Justice, Law, International Studies (Five)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase to 85% the use of data among administration and teachers by June 2010 as measured by the utilization of Aris Link.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will use ARIS data to analyze students instructional needs            Teachers will use ARIS data to drive instruction            The SLC will utilize inquiry to collect data and to analyze student progress            Teachers comparing student data during common planning time            Teachers share student progress during student planning time            Teachers planning curriculum based on student data during common planning time</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Study Groups            SLC Meetings            Departmental Meetings            Staff Development through High schools that work            Staff development through NYC Justice resource center            Student programs, assembly’s and student workshops from outside organizations( Explores Club)            Veta Funding ( Justice Resource Center)</p>

## SECTION VI: ACTION PLAN

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<b>Subject/Area (where relevant):</b>	<b>Justice, Law, International Studies (Six)</b>
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<b>Annual Goal</b> <i>Goals should be SMART –e, Realistic, and Time-bound.</i>	To measurably increase the graduation rate to 55% by June 2010
<b>Action Plan</b> <i>Specific, Measurable, Achievable</i> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	To provide regents tutoring to at risk students in cohort L for the January Regents Exam in 2010 The SLC will plan AIS strategies to improve classroom instruction Teachers will provide AIS intervention strategies in classroom instruction
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Graduation rate will measurably increase by 55% by June 2010
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Attendance will increase by 10% Students arriving late to class will improve by 10% by June 2010

**SECTION VI: ACTION PLAN**

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<b>Subject/Area (where relevant):</b>	<b>Environmental, Science, and Research Institute (One)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	To increase student attendance from 77.5% to 80% by June 2010 as measured by ATS reports
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Targeted Population: Students in grades 9-12</b></p> <ul style="list-style-type: none"> <li>• Requiring teachers to review the grading policy and student contract in all classes at the beginning of the school year.</li> <li>• Including attendance criteria in the grading policy and student’s contract</li> <li>• Individual program planning by counselors</li> <li>• Taking immediate actions such as contacting parents, conducting teacher- student conferences, guidance counselor-student conferences, parent-guidance counselor- student conferences if the absence/ lateness/ or non attending certain classes trend is identified.</li> <li>• Make students accountable for their attendance</li> <li>• Requiring teachers to monitor student’s attendance and implement early intervention practices by speaking to students, having them sign the late book, making phone calls and sending letters home</li> <li>• Make teachers accountable for t students’ presence in their classes.</li> <li>• Requiring teachers to keep log of all attempts made to increase attendance</li> <li>• Conducting hall sweeps in teams that consist of School Safety, SLC members, Deans, School Aide, and Administration.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Teachers’ per-session through Tax Levy, Title I, Title II and Title III funding</li> <li>• Gate’s foundation</li> <li>• High Schools That Work</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Lower dropout rate</li> <li>• Decrease the In-School Truancy</li> <li>• Meeting the grade level requirements in credit accumulation</li> </ul>

**SECTION VI: ACTION PLAN**

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<b>Subject/Area (where relevant):</b>	<b>Environmental, Science, and Research Institute (Two)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase to 85% the use of Data among administration and teachers by June 2010 as measured by the utilization of ARIS link</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Targeted Population: Environmental Studies and Research SLC teachers</b></p> <ul style="list-style-type: none"> <li>• Conduct regularly scheduled interdisciplinary meetings with teachers to discuss curricula and students’ progress.</li> <li>• Prepare and conduct the workshop(s) to provide teachers with the information, tools and techniques to use ARIS and other available resources for data collection, analysis and interpretation</li> <li>• Inform parents about their child’s performance in school via ARIS</li> <li>• Conduct Diagnostic Tests with the follow up Item Analysis</li> <li>• Student work analysis</li> <li>• Development of the Individualized Action Plan for each student based upon their performance in different subjects</li> <li>• Work with students to develop students’ leadership team</li> <li>• Development of community calendar and homepage</li> <li>• Student Transcripts analysis</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Providing a work area for teachers to meet and discuss students' progress.</li> <li>• Funding for a school aide to assist in parental contact</li> <li>• Proper scheduling and programming ( teachers and students)</li> <li>• PD for teachers</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Students are in class studying.</li> <li>• All teachers use ARIS and other resources to evaluate students' progress and develop an action plan</li> <li>• Progress Reports analysis every marking period</li> <li>• Increased student performance</li> <li>• Students passing their classes.</li> </ul>

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<b>Subject/Area (where relevant):</b>	<b>Environmental, Science, and Research Institute (Three)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase to 90% teacher capacity in the utilization of differentiated instruction as measured and noted by classroom observation by June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Targeted Population: 9-12 grade students</b></p> <ul style="list-style-type: none"> <li>• Building general and scientific vocabulary</li> <li>• Improving reading comprehension with emphasis on scientific literature</li> <li>• Including a writing initiative on exams.</li> <li>• Creating and updating the Word Walls in each classroom regularly</li> <li>• Including reading and writing components in each lesson</li> <li>• Introducing scientific terms in each science class during every lesson</li> <li>• Conducting interdisciplinary projects</li> <li>• Implementing various classroom activities and assignments in each classroom in order to accommodate different learning styles</li> <li>• Using various assessment tools to evaluate students’ progress</li> <li>• Including different level questions/ tasks in each exam</li> <li>• Using different teaching strategies to present the information and help students to develop essential skills needed for successful completion of each course taken</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Staff development money for teachers to learn how to incorporate differentiated instructions in each lesson</li> <li>• Staff development money for teachers to write interdisciplinary curricula and develop interdisciplinary projects/ research programs</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Students are passing all classes</li> <li>• Students are performing better on Regents Exams</li> <li>• Students are passing Science Regents Exams</li> <li>• Snap Shots</li> <li>• Classroom observations</li> <li>• CPT discussion of the best teaching practices with examples and recommendations</li> <li>• PD for teachers by AP, SLC director, UFT Teacher Center, and outside organizations</li> </ul>

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<b>Subject/Area (where relevant):</b>	<b>Environmental, Science, and Research Institute (Four)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase to 75% the number of students earning 10 or more credits by June 2010 as measured by student scholarship report</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Target the lowest 3<sup>rd</sup> population by offering tutoring in different subject areas, conducting student- guidance counselor conferences, providing students with the information about after school programs and encouraging them to enroll in these programs</li> <li>• Assigning each student in the community a mentor teacher that will help them to develop an action plan and monitor their progress</li> <li>• Encouraging students to take a higher level classes in addition to the required ones</li> <li>• Invite students to the SLC common planning time meetings and work with them as a team</li> <li>• Inform parents about students’ progress by making phone calls, sending Progress Reports, and arranging parent- student- teachers conferences</li> <li>• Guidance counselors monitor students progress regularly, arrange meetings with students and their parents, program students adequately in accordance with their needs</li> <li>• Provide students with alternative assessments</li> <li>• Target the off- track students and provide them with all the opportunities to increase the number of credits accumulated</li> <li>• Conducting an in-school and after school tutoring to help students to pass their classes and prepare for Regents Exams</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Funding for reduced class sizes</li> <li>• Funding for after school tutoring</li> <li>• Per session money for tutoring and make-up labs</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Scholarship reports</li> <li>• Student Transcript evaluation</li> <li>• Credit accumulation by the grade level</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

<b>Subject/Area (where relevant):</b>	<b>Environmental, Science, and Research Institute (Five)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To measurably increase the graduation rate to 55% by June 2010</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Conduct an Introductory Assembly for each grade level</li> <li>• Inform all students of graduation requirements</li> <li>• Conduct Transcript evaluation and, in collaboration with students, develop an action plan for each student in order to accumulate required number of credits for graduation on time</li> <li>• Monitor students’ progress regularly</li> <li>• Enroll students in the credit accumulation and credit bearing programs</li> <li>• Provide students with the Independent Study opportunity</li> <li>• Offer tutoring in every subject area during the school day and after school as well</li> <li>• Encourage students to attend tutoring as a part of the Regents Preparatory process</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Teachers’ per session through Tax Levy, Title I, title II, title III funding</li> <li>• Gates foundation</li> <li>• Renew resources for laboratory activities, demonstration, differentiated instructions</li> <li>• Review books, student laboratory books and activity books utilization</li> <li>• Educational software</li> <li>• Funding to conduct the SLC assemblies and other activities</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Scholarship reports with the follow- up analysis 6 times a year
- Regents results by the end of each semester

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

<b>Subject/Area (where relevant):</b>	<b>Environmental, Science, and Research Institute (Six)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase to 75% the passing rate of test scores of 65 or higher for all Regents Exams by June 2010</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Information sessions for students at the beginning of each semester at each grade level</li> <li>• Provide parents with the information about the regents graduation requirements</li> <li>• SLC wide tutoring in all subjects</li> <li>• Regents preparatory classes</li> <li>• During CPT conduct discussion about the best teaching practices and the way of implementing these practices in lessons</li> <li>• Diagnostic Tests</li> <li>• Individualized instructions based on the Item Analysis and Progress Reports</li> <li>• Monitor the off- track students</li> <li>• Schedule and conduct conferences with students</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Funding for SLC assemblies and other activities</li> <li>• Funding for after school tutoring</li> <li>• Various PD sessions for teachers</li> <li>• Funding for the regents preparatory classes</li> <li>• Equipments and materials for different subjects</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- All students comply with the regents requirements for graduation
- More students taking regents exams in different subjects
- Credit accumulation

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

<b>Subject/Area (where relevant):</b>	<b>Health &amp; Sports Careers (One)</b>
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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• To increase student attendance from 77.5 % to 80% by June 2010 as measured by ATS attendance reports.</li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will make phone calls on and weekly basis and</li> <li>• Teacher will interview the students when they are in class. Teachers need to keep an updated phone log.</li> <li>• During Wednesday common planning time the SLC members will contact parents by letter or phone.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Providing a work area for teachers to meet and discuss students' progress.</li> <li>• Funding for a school aide to assist in parental contact</li> <li>• Proper scheduling and programming ( teachers and students)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• September 2009 - June 2010</li> <li>• Number of phone contacts made by SLC Members.</li> <li>• Monthly attendance report.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

<b>Subject/Area (where relevant):</b>	<b>Health &amp; Sports Careers (Two)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• To increase by 5% the passing rate of test scores of 65 or higher for all Regents Examinations by June 2010.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Students will be interviewed either by Guidance counselor teachers, or Assistant Principal to assure that all students are preparing for their regents</li> <li>• A health and Sports career is offering tutoring on Tuesdays ninth period.</li> <li>• John Adams also offers a regents prep class prior to the regents each term.</li> <li>• AP of Health and Sports careers, teachers, and guidance counselors</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Tutoring for students</li> <li>• Regent prep classes</li> <li>• Funding for reduced class sizes</li> <li>• Per-session money for tutoring</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• September 2009 - June 2010</li> <li>• Passing Regents with a 65 or better.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

<b>Subject/Area (where relevant):</b>	<b>Health &amp; Sports Careers (Three)</b>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• To increase to 90% teacher capacity in the utilization of differentiated instruction as measured and noted by classroom observations by June 2010.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The staff members must have a written differentiated instruction piece written into their lesson plan</li> <li>• During common planning time teachers will be able to work with one another on planning for differentiated instruction.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Common planning time professional development weekly workshops</li> <li>• Per-session funding for professional development</li> <li>• Tax Levy</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• September 2009 - June 2010</li> <li>• Observations</li> <li>• Walk through</li> <li>• Snap shots</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Health & Sports Careers (Four)

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>To increase to 85% the use of data among administration and teachers by June 2010, as measured by the utilization of ARIS link.</li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>Teachers will utilize ARIS when planning lessons.</li> <li>Teachers will evaluate students progress and compare previous performance via ARIS</li> <li>AP of Health and Sports careers, teachers, and guidance counselors</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>Per-session for training in ARIS</li> <li>Increase the amount of computers for staff members in the building</li> <li>Title I funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>Continuously</li> <li>Using ARIS teachers can compare student’s progress.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Health & Sports Careers (Five)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>To increase to 75% the number of students earning 10 or more credits by June 2010, as measured by students scholarship report.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>Guidance counselor will enroll any student eligible for Achieve Now.</li> <li>Teachers, guidance counselor and assistant principal will encourage students to attend all classes on a regular basis.</li> <li>All students have the opportunity to attend credit recover and credit bearing classes before and after school.</li> <li>AP of Health and Sports careers and guidance counselors</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>Creative scheduling</li> <li>Creation of new classes</li> <li>Title I funding</li> <li>Tax Levy</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>September 2009 - June 2010</li> <li>Evaluating transcripts and reviewing progress of students through report cards and teacher progress reports.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Health & Sports Careers (Six)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>To measurably increase the graduation rate to 55% by June 2010.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>Students will be interviewed either by Guidance counselor teachers, or Assistant Principal to assure that all students are preparing for Graduation.</li> <li>Guidance Counselor will interview all students preparing to graduate to inform them of the status.</li> <li>A SLC Senior Assembly will be held November 2009 and April 2010. Parents will be informed of there child’s progress towards graduation.</li> <li>AP of Health and Sports careers, teachers, and guidance counselors.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>Tax Levy</li> <li>Title I funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>Continuously</li> <li>Evaluating transcripts and reviewing progress of students through report cards and teacher progress reports.</li> </ul>

## SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):**      **Instructional Support Services (One)**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student attendance from 77.5 % to 80% by June 2010 as measured by ATS attendance reports.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Incorporate incentives as well as a behavior intervention plan in the instructional program for perfect monthly attendance such as, movie tickets, Broadway Shows, and museum passes.</li> <li>• Conduct guidance intervention conferences with students, parents, teachers and support staff in order to identify concerns, develop strategies and monitor student progress.</li> <li>• Conduct automated outreach to students and parents by the school phone master and request home visits by attendance personnel as appropriate.</li> <li>• Each teacher will maintain a weekly log sheet that records student attendance, outreach, telephone calls, and/or mailings.</li> <li>• A Dean’s sheets will be implemented for students with attendance issues.</li> <li>• A monthly attendance graph is displayed in the department to show attendance growth.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Implications will be made in the</p> <ul style="list-style-type: none"> <li>• Budget</li> <li>• staffing</li> <li>• training</li> <li>• scheduling of incentives and programs.</li> </ul>

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- Performance Attendance Report statistics, progress reports six times annually, scholarship statistics each marking period.
- Weekly attendance reports on individual students who display attendance issues.
- Visual Graphic chart displaying attendance each month for grades 9-12

## SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):**      **Instructional Support Services (Two)**

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Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	To increase by 5% the passing rate of test scores of 65 or higher for all Regents Examinations by June 2010.
Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.	<ul style="list-style-type: none"> <li>• Teachers will attend professional development in order to provide the best possible measures to ensure the passing of the RCT and Regents Examinations.</li> <li>• Teachers will obtain and create Practice RCT and Regents Exams.</li> <li>• Tutoring Sessions will be provided across the curriculum – group and individual</li> <li>• Students will utilize On line Regents Review Courses.</li> <li>• All students will receive their accurate test modifications according to each individual mandated IEP.</li> </ul>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.	<ul style="list-style-type: none"> <li>• Maximizing use of FSF for instructional objectives</li> <li>• Utilization of Title I SWP funds to solidify our professional development.</li> </ul>
Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains	<ul style="list-style-type: none"> <li>• Student transcripts will be reviewed to ensure scheduling of correct exams and courses.</li> <li>• The number of Local and Regents Diplomas distributed will increase.</li> </ul>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):**      **Instructional Support Services (Three)**

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Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	To increase to 75% the number of students earning 10 or more credits by June 2010, as measured by students scholarship report.
Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.	<ul style="list-style-type: none"> <li>• Students who are academically at risk will receive tutoring, independent study, Project Achieve, Achieve 3000, and credit recovery opportunities as provided by evening and summer school programs.</li> <li>• Increased parental outreach</li> <li>• ISS Coordinator will meet with each student to discuss academic goals in the Fall and Spring</li> <li>• Students will have the opportunity to participate in collaborative and self-contained options to provide an educational plan that addresses the individual needs of the student.</li> <li>• ISS Coordinator along with designated ISS Staff meet with 12<sup>th</sup> graders to discuss academic progress and scholarship report at each marking period to ensure student progress</li> </ul>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.	<ul style="list-style-type: none"> <li>• Professional development for teachers in order to modify curriculum to entice student retention and completion</li> <li>• Tutoring programs</li> <li>• Extended Day and credit recovery programs</li> </ul>

Indicators of Interim Progress and/or Accomplishment  
Include: interval of periodic review; instrument(s) of measure; projected gains

- Conduct individual and small group counseling to inform students of the promotion criteria necessary for upward mobility.
- Inform students of school-wide academic support services and activities that can improve their academic progress.
- Conduct midterm guidance conferences with parents, teachers and students to discuss “at risk indicators.”

**SECTION VI: ACTION PLAN**

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):            Instructional Support Services (Four)**

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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase to 90% teacher capacity in the utilization of differentiated instruction as measured and noted by classroom observations by June 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will participate in professional development activities to improve curriculum and to incorporate differentiated instruction.</li> <li>• During SLC/CPT meetings, teachers will receive tutorials on the effective use of differentiated instruction in the classroom.</li> <li>• Training will be conducted with the use of audio and visual materials.</li> <li>• The ISS teachers will work collaboratively with general education teachers to develop curricular units that incorporate interdisciplinary methodology and differentiated instruction.</li> </ul>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Title 1 PD funds will be used to address the various instructional needs related to research based pedagogical practices.</li> </ul>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Differentiated instruction will be monitored and assessed through the use of teacher observations and lesson plans.</li> </ul>

**SECTION VI: ACTION PLAN**

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):**      **Instructional Support Services (Five)**

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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase to 85% the use of data among administration and teachers by June 2010, as measured by the utilization of ARIS link.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• ISS will identify and target students using various Data systems, such as, ARIS, ATS, CAP, SEC, and SIS.</li> <li>• Through common planning time, the ISS Coordinator will provide PD on the utilization of collaborative inquiry space to identify and target the lowest performing students in ELA and Math.</li> <li>• Provide academic and social support services.</li> </ul>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• During CPT, teachers will be trained on the effective use and analysis of these Data sources.</li> </ul>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Teachers will utilize ARIS Space to create groups, organize inquiry spaces, and target students.</li> <li>• Information will be updated frequently to demonstrate the collaborative inquiry process.</li> </ul>

**SECTION VI: ACTION PLAN**

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

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**Subject/Area (where relevant):**    Instructional Support Services (Six)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To measurably increase the graduation rate to 55% by June 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Multiple strategies will be incorporated and designed to enable student achievement and success in their academic subjects such as:</p> <ul style="list-style-type: none"> <li>• The ISS coordinator will conduct staff development to evaluate students’ performance, curriculum and effective instructional practices.</li> <li>• Informal, formal observations and Teacher-student created rubrics will be implemented to ensure that literacy strategies and differentiated instruction are implemented on a daily basis.</li> <li>• Tutoring programs, parental involvement and the teacher-senior buddy system.</li> <li>• The students’ services will adhere to NCLB guidelines for individual and small group conferences.</li> <li>• All of the individual needs of seniors will be targeted and addressed.</li> <li>• The students will participate in the course offerings and services that are outlined on the continuum such as SETSS, ICT, and mainstream classes.</li> <li>• As students’ skills exceed the academic program, evaluations will be conducted to provide for movement into the LRE options in order to challenge their academic skills.</li> </ul>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule          Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Professional Development and training sessions will be provided for teachers for accurate reading of transcripts.</li> <li>• Student, Administration and Teacher accountability for graduation rate will increase</li> <li>• Scholarship Reports will be generated and evaluated.</li> </ul>
<p>Indicators of Interim Progress and/or Accomplishment          Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Assessment of Transcripts to measure graduation and credit accumulation.</li> <li>• Students will complete required courses and pass the necessary RCT and Regents Exams in order to ensure an increased graduation rate.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	X	X	N/A	N/A	X		X	
1	X	X	N/A	N/A	X		X	
2	X	X	N/A	N/A	X		X	
3	X	X	N/A	N/A	X		X	
4	X	X	X	X	X		X	
5	X	X	X	X	X		X	
6	X	X	X	X	X		X	
7	X	X	X	X	X		X	
8	X	X	X	X	X		X	
9	334	209	450	461	954	10	32	15
10	820	495	509	865	960	10	43	15
11	386	308	405	501	830	10	24	15
12	118	162	170	284	492	10	17	15

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• One to one tutoring,</li> <li>• before and after school tutoring,</li> <li>• regents prep classes,</li> <li>• makeup classes,</li> <li>• Saturday tutoring,</li> <li>• at- risk students are given double English classes</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• One to one tutoring,</li> <li>• before and after school tutoring,</li> <li>• regents prep classes,</li> <li>• makeup classes,</li> <li>• Saturday tutoring,</li> <li>• at- risk students are given double Math classes</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• One to one tutoring,</li> <li>• before and after school tutoring,</li> <li>• regents prep classes,</li> <li>• makeup classes,</li> <li>• Saturday tutoring,</li> <li>• Make-up labs during the week and Saturdays</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• One to one tutoring,</li> <li>• before and after school tutoring,</li> <li>• regents prep classes,</li> <li>• makeup classes,</li> <li>• Saturday tutoring,</li> <li>• 9<sup>th</sup> graders are given double global history classes</li> </ul>

<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Small group and individual counseling ( before, during and after school),</li> <li>• family counseling ( before, during and after school)</li> <li>• academic and career counseling ( before, during and after school)</li> <li>• IEP-driven counseling</li> <li>• Guidance lessons</li> <li>• Presentations</li> <li>• Referrals to outside agencies</li> <li>• Referrals to alternative programs</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Referrals to agencies</li> <li>• Family skills training</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Small group and individual counseling ( before, during and after school),</li> <li>• family counseling ( before, during and after school)</li> <li>• academic and career counseling ( before, during and after school)</li> <li>• IEP-driven counseling</li> <li>• Referrals to outside agencies</li> <li>• Referrals to alternative programs</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Notices sent to teachers, nurse, dean, etc.</li> <li>• Health Para in place</li> <li>• Specific emergency procedure in place for each student at risk</li> <li>• Contact card in deans office, nurse and grade advisor</li> </ul>

## APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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### **John Adams High School LANGUAGE ALLOCATION POLICY COMMITTEE 2009-10**

Principal:	Grace Zwillenberg
Assistant Principal- Foreign Language/ESL:	George Badia,
Assistant Principal Math:	Bahaa Aboughaida,
Assistant Principal Social Studies	Jonathan Barnett,
A.P. Guidance:	Kerrie D'Esposito,
Guidance Counselor:	AnaMaria Castro
Guidance Counselor:	Dina Pinto
English Teacher	Janet Pollack,
Literacy Coach:	Linda Brown
ESL Teacher/ LAB/BESIS Coordinator:	Breina Lampert,
ESL Teacher	Evadne Clarke
ESL Teacher	Oxana Goumeniouk,
ESL-ISS Teacher	Yolanda Walker,
Bilingual Social Studies Teacher:	Andres Hernandez,
Bilingual Mathematics Teacher	Sergio Mantilla,
Bilingual Science Teacher:	Miguel Arca,
Parent Coordinator	Sharon McCorkle,

#### I. Teacher Qualifications

All teachers working with ELLs are appropriately certified ESL/bilingual teachers. Those teaching content area are certified in the subject and hold the appropriate bilingual certification as required by NYSED.

#### II. School Description / Demographics (Be sure to include the number of students in school and number of ELLs in the school.)

##### John Adams High School Demographics:

- 28.61% African-American
- 0.75% American Indian or Alaskan Native
- 26.66% Asian
- 35.47% Hispanic
- 0.45% Multiracial
- 4.28% White

#### III. ELL Identification Process & Parent Choice Include a brief paragraph to describe in detail:

At John Adams High School, the Language Allocation Committee has developed for implementation procedures to ensure that all parents of incoming over-the-counter students understand the programs available for their children.

At John Adams High School, all forms are given to the parents at registration in their own language. This supports proper understanding of the forms and the process. Upon completion, the forms are then returned to the pedagogue conducting the intake process. The interview process takes place at the time of registration along with identification and placement of ELL students. Ms. D'Esposito, Assistant Principal of Pupil Personnel Services, confirms the student's educational background via the ATS system. She then helps the parent or guardian complete the Home Language survey. This determines if the student is a non-native English language speaker. At this time, upon determination of the child's home language, Ms. Lampert, LAB BESIS coordinator, administers, hand scores the answer sheet and interviews the student to assess if the student needs ESL/Bilingual services. Once we determined through the assessment that the student needs services the DVD is shown to the parent in their native language. Armed with the information provided in the DVD, the parent will then make the decision of whether he/she wants the student to be in the Free Standing ESL Program or the Bilingual Program. We explain that at this moment we only have the Spanish Transitional Bilingual Program, but that there are other schools in the city that may offer a Bilingual Program in their native language or a dual language program.

Upon receiving the NYSESLAT results, a parent choice letter is distributed to the parents of the ELL students highlighting the results of the exam. Parents then have the choice of their child remaining in their current program or transfer into the other program choices.

To make sure that the parent understands the process we:

- Provide forms in their native language (e.g. Bengali, French Creole, Urdu, Chinese, Spanish, etc.)
- The parent watches the video in their native language and any other literature is given to them in that language
- In the event that the pedagogue doesn't speak the language and there is difficulty understanding or conducting the interview, the pedagogue or counselor calls the interpretation and translation unit to have a conference call
- All documents at JAHS are sent home with the parent in their native language

In order to measure and continually assess English Language Learners, the NYSESLAT is administered annually during the spring semester. Mr. Badia, AP of Foreign Language/ ESL orders all materials in order to prepare the students and administer the exam. Ms. Lampert provides training to all ELL teachers in the NYSESLAT administration process. All NYSESLAT exams are administered during the ESL class. Mr. Badia and Ms. Lampert take every necessary measure in order to ensure that all ESL students are tested in the required time frame.

According to the Parent Survey data, 100% of the parents of children who speak languages other than Spanish select our Free Standing ESL program and reject any other transfer to Bilingual Programs in Punjabi, French Creole, Arabic or others. The parents select John Adams High School due to the close proximity to their home, our learning environment, past experiences with family members or friends, and the outstanding and caring instructional support that we provide here. As for the parents of Spanish speakers, 99% select our Bilingual Spanish program; only 1% of the students per year select the ESL Free Standing program instead of the Bilingual program.

The Transitional Bilingual Program, as well as our ESL Free Standing program, include all the components that parents want for their students. Through the years we have been improving our services for the benefit of our students. For example, we have bilingual counselors, after-school and Saturday tutoring with certified Bilingual content area teachers and materials. Due to an increased number of SIFE students, we are now offering additional services as a result of a grant we received. Money will be allocated for the implementation of programs such as ACHIEVE 3000, Destination Math, RIGOR and others. We are offering classes, tutoring and guidance during both the regular school day and after school. It is expected that these programs will improve literacy in English and Math as well as improve literacy in their native language. In addition, the LAP Committee is in the process of writing a grant for a Transitional Bilingual Program in Bengali due to an influx of this population in our area.

ELL Programs Please include the following:

**MAY 2009**

#### Spanish Transitional Bilingual Program & ESL Free Standing Program

- ESL: Beginning, Intermediate, Advanced and Transitional ESL
- ESL Content and Bilingual( Spanish) classes mirror mainstream classes and are in their respective departments (Math Algebra, Geometry, Trigonometry), Global 1-4, US History 1-2, Economics, Government, Biology, Chemistry, Earth Science, Health)
- Four of our ESL classes
- NLA: 4 levels of Spanish Native Language Arts ELLs participating in After-school, Extended Day and Saturday School Activities under Title III, Part 154, College Now, and Small Learning Community Grants in line with the schools Language Allocation Policy

#### IV. Years of Services / Programs / ELLS by Sub-groups (Please refer to worksheet.) Include:

##### **Subgroups of our ELL population:**

- 17 % are Long Term ELL's ( completed 6 years of ESL services)
- 19 % English Language Learners (4 to 6 years of ESL services)
- 64% Newcomers (0 to 3 years of ESL services)
- 17% Students with Interrupted Formal Education
- 11% Special Education of our ELL population
- 51% of 9<sup>th</sup> graders scored beginning on the NYSESLAT or LAB R
- 45% of the entire ELL population fell in the Intermediate category

#### V. Home Language Breakdown and ELL Programs

ELLs participate in instructional programs to support English language development and academic achievement as follows according to Home Language;

##### **Free Standing ESL Program Participation –**

- Sixty Percent (60%) of ELL participating in Free Standing Program is composed of Bengali speakers:
  - 37% are in 9<sup>th</sup> grade
  - 26% are in the 10<sup>th</sup> grade
  - 25% are in the 11<sup>th</sup> grade
  - 13% are in the 12<sup>th</sup> grade
- Ten (10%) of ELLs participate in Free Standing ESL Program are Punjabi speakers
- Eight ( 8%) of ELLs participate in Free Standing ESL Program are Arabic speakers

##### **Spanish Transitional Bilingual Program**

- Sixty percent (66%) of Spanish speaking ELLs are in the Spanish Transitional Bilingual Program
  - 32% are in 9<sup>th</sup> grade (95 students)
  - 29% are in 10<sup>th</sup> grade (88 students)
  - 23% are in 11th grade (69 students)
  - 16% are in 12<sup>th</sup> grade (49 students)
- Thirty percent (34%) of Spanish speaking ELLS are in Free Standing ESL
  - 34 % are in 9<sup>th</sup> grade
  - 24% are in 10<sup>th</sup> grade
  - 26% are in 11<sup>th</sup> grade
  - 16% are in 12 grade

#### VI. Program and Schedule Information

At JAHS, the LAP Team which includes administration, counselors and pedagogues makes sure that all ELL students are placed in their ESL/ELA and NLA classes according to the NYSESLAT Results, LAB R and other periodic assessments. We have classes according to the New York State Mandates. (540 minutes, 360 minutes & 180 minutes of ESL instruction). Including the ELA and NLA instruction required under the CR Part 154. At John Adams High School the students are placed in ESL classes according to their levels and skills. We do not have an ESL push-in or pull-out program. The remaining subjects are taken in English or Spanish for Bilingual

students. In both the Free Standing ESL and Transitional Bilingual programs, ESL is part of the students' programs everyday. Every level has the correct amount of ESL instruction.

#### VII. Plan for SIFE

##### **Describe your plan for SIFE students.**

While ELLs (including SIFE students) participate in programs that meet state regulations as required in CR Part 154, the educational team at John Adams High School recognizes that SIFE students would benefit greatly from an increase in instructional time in English as a Second Language instruction- speaking, reading, writing, and listening; Native Language Arts to strengthen their skills in the native language and Mathematics instruction.

Many ELL students go home where only their native language is spoken. They also often watch television programs and listen to music in their native language. While this may be true, these students often do not possess the literacy skills in native language to further support their acquisition of the second language - English.

The pedagogical team at John Adams High School proposed the initiation of an After School Program that will focus on English Literacy and a Saturday Program that will focus on Math Literacy. In addition, a Native Language Literacy program will mirror the Native Language Arts classes during the daytime program to support SIFE students in small group instruction and targeted individualized assistance in literacy in Spanish.

In the After School Program, classes will meet after school for two hours each day, five days a week. Students will have two periods of ESL/English Literacy after school depending on their proficiency level on the NYSESLAT.

The students who need Native language literacy will participate in a pull-out program during the regular school day. Students will work in a small group with a dedicated Spanish teacher to support reading and writing in the native language. The small group class will work in coordination with the NLA class for the other bilingual students, but students in the SIFE class will receive additional support in skills to meet their needs and accelerate their literacy development to grade level performance. Students will prepare to take the Spanish Regents test in June as part of the credit accumulation process for SIFE students.

The Saturday school will have various components:

- **English Literacy component**  
Students will participate in ESL and ELA classes for three hours using programs as ACHIEVE 3000 and RIGOR
- **Math Literacy component**  
Students will participate in the Mathematics program for three hours using Destination Math
- **Parent Engagement component**  
Parents will be invited to a variety of activities and classes including ESL classes, workshops and trips. Parent classes will include 30 sessions of ESL instruction. In addition, one parent workshop each month will focus on parent education/awareness as it relates to high school students. Workshops will focus on credit accumulation, graduation, and the college exploration, 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
  - dealing with teen issues and concerns
  - understanding differences between their culture and American culture

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

This year at John Adams High School, we have created a Newcomers Program for students who have arrived in this country up to three years ago. This program was organized in order to help these students acculturate and learn the modalities of the English language. We offer the beginning and intermediate levels 675 minutes of ESL instruction a week more what the NYS mandates. In addition, students whose native language is Spanish receive NLA classes to improve their Native language skills. We are creating an educationally strong program for this

group of students. We offer additional support to the newcomers with one-on-one tutoring with emphasis in literacy, parental involvement, Native language libraries and dictionaries, implementing alternative strategies, and the utilization of technology as an instructional tool to improve academic performance.

The Newcomers Program at JAHS has a common planning period where teachers discuss the progress of students and discuss different strategies to help this group. Also, in addition to the LAB BESIS Coordinator, the school has created a Newcomers Coordinator to be in charge to coordinate the teachers in the program and to keep track the framework of the system to attend the needs of the students' progress.

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

- Portfolio
- Teacher observations/recommendations
- Journals
- Readers notebook
- Projects
- Quizzes and tests
- Mid-term and final exam

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

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

ELL students work in small group classrooms where teachers would provide targeted assistance to support each individual student. The data indicates the students who come to John Adams High School from feeder junior high schools attend JAHS for a period of one to two years before testing out of ESL during the 11<sup>th</sup> or 12<sup>th</sup> grade. Other factors in the data concerning ELLs show that their attendance record is less than 70% and that many of them may have been identified as SIFE.

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

The planning team reviewed the data for Long Term ELLs in an effort to identify common factors. The data clearly indicated that the large majority of LTE were incoming 9<sup>th</sup> graders with only a few students from the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade remaining in that category. The team recognizes that LTE (long-term ELL students) would benefit greatly from additional targeted instructional time in ESL, English speaking, reading, writing, and listening, Science, Social Studies and Mathematics.

To best support and address the needs of this group of students, a Saturday Academy Model was designed that will focus on English Literacy as well as specific content areas. LTE students would work in small group classrooms where teachers would provide targeted assistance to support each individual student. In the Saturday Academy, classes will meet for three hours from 9:00 a.m. to 12:00 p.m. each week, per term, September through January and February through June. Students will work with a content/subject area specialist/teacher and an ESL teacher who will facilitate their work in Science, Social Studies or Mathematics. Each students participating in the project would select a content area class at the beginning of the semester and work to complete a project. This process would be repeated mid year to facilitate a second session/semester thereby allowing students to work in two content areas during the school year. Students will work in a small group with a dedicated teacher to support reading and writing in English. In addition, students will prepare to take the Regents in June as part of the credit accumulation process that is embedded in the program goals.

Students will participate in Project Based Learning. The goal is to create an environment in which the LTE may participate along with their teacher to identify an area within the content that is of great interest. Students will

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

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

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 aspiration to participate in higher education.

#### XI. Plan for ELL Special Needs Students

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

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

#### XII. Intervention Programs for ELLs (AIS)

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

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

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

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

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

- Offering transitional classes aligned with the ELA Department
- College Now classes with focus in College Preparation for ELL students
- College Now ESL Advanced classes
- ELA classes
- Special Testing Accommodations, Glossaries, and other materials to help proficiency
- Conferences with Content area teachers
- Counseling, assemblies and career and college advice

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

Plans include continued efforts to serve ELLs at the school through targeted instructional programs that seek to support language development and academic achievement.

XV. Equal access to all programs

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

- College Now ESL Advanced classes
- After School Programs
- Saturday Learning Activities
- Tutorials
- Guidance
- Career Orientation Activities

XVI. After school programs for ELLS

There is a Saturday Academy for ELLs. Classes will meet for three hours from 9:00 a.m. to 12:00 p.m. each week, per term, September through January and February through June. Students will work with a content/subject area specialist/teacher and an ESL teacher who will facilitate their work in Science, Social Studies or Mathematics. Each students participating in the project would select a content area class at the beginning of the semester and work to complete a project. This process would be repeated mid year to facilitate a second session/semester thereby allowing students to work in two content areas during the school year. Students will work in a small group with a dedicated teacher to support reading and writing in English. In addition, students will prepare to take the Regents in June as part of the credit accumulation process that is embedded in the program goals.

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

XVII. Instructional materials including technology/ Instructional materials in Content Areas

Instructional materials are used to support the learning of ELLs that include content area as well as language materials and technology. Teachers use appropriate ESL Content and Bilingual materials and textbooks.

- Glossaries and dictionaries
- Portable computer labs.
- Libraries in ESL and NLA classes.
- Classroom Inc. materials
- Graphic organizers
- Manipulative
- English in Action Series (Thomson-Heinle)
- Visions Series
- New Practice Readers (Phoenix Learning Group)
- Ready to Go 1-4 (Pearson-Longman)
- Real Life English Series (Steck-Vaughn)
- Side by Side (Pearson-Longman)
- Weaving It Together: Connecting Reading and Writing Series (Thomson-Heinle)
- Rosetta Stone
- Oxford Interactive Picture Dictionary

- Words for Work
- Reading in the Workplace Series
- Videos
- Movies
- Magazines Action, News for You and others
- Adapted Novels
- Kaplan
- RIGOR
- Achieve 3000

XVIII. Native Language Support

**Bilingual Education Program (SPANISH)**

The Bilingual Education Program is offered because we have an enrollment of 20 or more ELL students with the same Native Language on a grade level (9-12). These students are offered ESL (Beginning, Intermediate, Advanced, and Transitional), ELA classes for students in advanced or higher ESL classes, NLA (I-IV), and Bilingual Content classes in Mathematics Algebra, Geometry, Trigonometry, Global Studies, American History, Economics, Government, Living Environment, Earth Science and Chemistry. The program is designed to move students from beginning through transitional levels of English language development while they continue to learn the subject area appropriate to their age and grade level in the native language. The program is designed to provide a transition from instruction in ESL and NLA to English only. In addition, once the Bilingual students get to a transitional level they have to choose one of the Small Learning Communities that they want to belong to, based on their academic inclination.

XIX. Support Services

A guidance counselor works with ELL students and their parents to support students in their work. Student group guidance sessions explore careers in specific fields of study. Students work closely with the guidance counselor to complete an interest inventory and/or self reflection checklists that will provide information for further thinking on future aspirations and career goals.

XX. Professional Development

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

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

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

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

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

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

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

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

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

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

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

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

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

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

XXI. Assessment Analysis (Refer to LAP worksheet to complete this section on assessment)

**Instructional Program**

Students identified as ELL are placed in our Transitional Bilingual or Free Standing ESL program. Students may be placed in a transitional bilingual program. This program generally offers student instruction in the native language for 60% of the time and instruction in English language development 40% of the time. As the student becomes more proficient in English, instructional time in English increases. Once a student has scored at or above a state designated level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT), he or she will be able to transition into a monolingual class. It is expected that this will be a 3-year transition process.

Students placed in an ESL (English as a Second Language) Program will receive instruction in English only using intensive ESL methodology. Core content area instruction is provided through a Sheltered English approach.

**Bilingual Education Program (SPANISH)**

The Bilingual Education Program is offered because we have an enrollment of 20 or more ELL students with the same Native Language on a grade level (9-12). These students are offered ESL (Beginning, Intermediate, Advanced, and Transitional), ELA classes for students in advanced or higher ESL classes, NLA (I-IV), and Bilingual Content classes in Mathematics Algebra, Geometry, Trigonometry, Global Studies, American History, Economics, Government, Living Environment, Earth Science and Chemistry. The program is designed to move students from beginning through transitional levels of English language development while they continue to learn the subject area appropriate to their age and grade level in the native language. The program is designed to provide a transition from instruction in ESL and NLA to English only. In addition, once the Bilingual students get to a transitional level they have to choose one of the Small Learning Communities that they want to belong to, based on their academic inclination.

**Free Standing ESL Program**

The Free Standing ESL Program is provided for eligible ELL students where we *do not have* 20 or more pupils with the same Native Language on grade level. The program is sensitive to the primary language and culture of the students and facilitates the student's integration into the mainstream. The students are provided with ESL and ELA (as above) and ESL content classes in Mathematics Algebra, Geometry, Trigonometry, Living Environment, Earth Science, Chemistry, Global Studies, American History, Government, Economics and Health. When mainstreamed, students are placed in appropriate content classes with teachers who are sensitive to ELL students and familiar with ESL methodology. Peer tutors and Paraprofessionals are also available. In addition, once the ELL students get to a transitional level they have to choose one of the Small Learning Community that they want to belong to, based on their academic inclination.

Trends in our data:

- The majority of our population falls in the Intermediate Level
- Low percentage of proficiency in the modalities of reading and writing
- As the students are promoted from grade to grade they become proficient in the English language
- Increase of passing rate on Regents in the areas of ELA, NLA and Science
- Decrease of passing rate on Regents in the areas of Math and Social Studies

XXII. Describe ELL program success

**ELL Program Success**

According to the NYC Progress Reports for the last two years, the ELL population reached exemplary gains in earning additional credits in high level grades. This showed increased credit accumulation of 67.6%. In addition, 25.1% of students in the lowest third criteria earned seventy five or higher on the ELA Regents. ELL students at JAHS met New York State graduation rates. For the last two years John Adams ELLs became recipients of the

Success and SIFE Grants, which facilitated and incorporated innovative programs. This year a Newcomers Program was fully incorporated into the John Adams Small Learning Community structure.

## Part 154- ELL Extension of Services Information (2009-10)

### **Intervention Services for ELL students on the ATS report A-11**

Responding to the needs of an increasingly diverse population, John Adams High School started a Newcomers Program in the fall of 2008. Students were interviewed, assessed and placed according to their proficiency level. A Newcomers Program has been established for L1 – L6 students. Almost 20% of the ELL population at John Adams HS is SIFE and we have applied for the SIFE grant.

Currently ELL students participate in tutorial services in an after school program and on Saturdays through the extended day/ week program funded through Title III. Saturday programs address literacy, basic study skills and career and college counseling. All classes are taught using differentiated instructional strategies. Students are placed following the administration and/or review of the data, including the LAB R and the NYSESLAT. Furthermore, each student's level is further defined by including samples of writing and oral assessments. Academic, college and career counseling takes place on a daily basis. There is a parent outreach by a Bilingual Guidance Counselor and teachers. Peer tutoring takes place whenever possible this connects Advanced and Transitional ELLs with Beginners.

St. Johns University Liberty Partnership Program has been established in order to prepare our students for college, give them guidance and tutoring in any subject area. York College offers College Now classes for Bilingual students *Spanish 104 & Spanish 105* and classes for ELL students include ESL 145 and CLIP.

Educational assistants work with students in their ESL classes. The instructional program is reviewed by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures. Title III funds are used to assist parents in helping their children to improve their academic achievement and become active participants in the education of their children. Parent/student orientation sessions take place each semester.

Technology is utilized using new software programs designed for ELLs for example: Classroom Inc and Achieve 3000 programs are being used with Advanced ESL Students in order to increase their reading and writing levels.

In addition, Professional Development is an integral part of the program. Teachers attend staff development and planning sessions in order to learn new practices and methods. Professional Development consists of but is not limited to:

- Training provided on-site by the ACHIEVE Program
- Attending the annual ELL Math Conference
- Participating in SIFE/Long-term ELL Grant Demonstration Site Visits
- Attending the SIFE/Long-term ELL Symposium
- Attending the ELL Writing 5-Day Institute
- Attending the QTEL Curriculum Enhancement Institute
- Attending the Demystifying ELL Data Two-Day Workshop
- Attending the Annual Dual Language Program
- Attending the Annual LOTE Conference

Common planning time has been instituted for the teachers of the Newcomers Academy. During this time, teachers share best practices, discuss individual student progress and review student work.

Regularly scheduled department/program workshops sessions are conducted by the Assistant Principal for Second Language Programs at John Adams HS. These sessions are held monthly to ensure program focus and congruence throughout.

**Students are helped to improve their linguistic and academic performances here at John Adams High School with the following:**

- Tutoring is provided after school and on Saturdays in ESL, Bilingual and content area subjects.
- Academic, college and career counseling
- Parent outreach by Bilingual Guidance Counselor and teachers
- Peer tutoring
- St. Johns University Liberty Partnership Program and Smaller Learning Communities
- York College- College Now (classes for Bilingual students *Spanish 104 & Spanish 105*, *College Preparation* classes for ELL students)
- Saturday programs (address literacy, basic study skills and career and college counseling).
- Educational assistant works with these students in their ESL classes
- Instructional program is reviewed by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures
- Title III funds used to assist parents in helping their children to improve their academic achievement and become active participants in the education of their children.
- Parent/student orientation sessions
- Technology: New software programs designed for ELLs (PLATO, ELLIS and Rosetta Stone)
- Using Classroom Inc with Advanced ESL Students
- Newcomers Program for L1 – L6 students
- Applied for SIFE Grant

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:      Free-Standing     Push-in        Pull-out  
 Indicate Proficiency Level:    Beginning        Intermediate     Advanced

School District John Adams 27

School Building: 480

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:7:59 To: 8:47	Subject (Specify) Art A1 Moro-Wey w 321	Subject (Specify) Art A1 Moro-Wey w 321	Subject (Specify) Art A1 Moro-Wey w 321	Subject (Specify) Art A1 Moro-Wey w 321	Subject (Specify) Art A1 Moro-Wey w 321
<b>2</b>	From: 8:50 To:9:38	Subject (Specify) Global History ESL H1F Ramos A 120	Subject (Specify) Global History ESL H1F Ramos A 120	Subject (Specify) Global History ESL H1F Ramos A 120	Subject (Specify) Global History ESL H1F Ramos A 120	Subject (Specify) Global History ESL H1F Ramos A 120
<b>3</b>	From: 9:41 To: 10:29	Subject (Specify) L1L ESL Lab Ms. Lasher 111	Subject (Specify) L1L ESL Lab Ms. Lasher 111	Subject (Specify) L1L ESL Lab Ms. Lasher 111	Subject (Specify) L1L ESL Lab Ms. Lasher 111	Subject (Specify) L1L ESL Lab Ms. Lasher 111Subject (Specify)
<b>4</b>	From: 10:32 To: 11;20	Subject (Specify) ME1F Math Hurtado E 320	Subject (Specify)ME1F Math Hurtado E 320	Subject (Specify) ME1F Math Hurtado E 320Subject (Specify)	Subject (Specify) ME1F Math Hurtado E 320	Subject (Specify) ME1F Math Hurtado E 320
<b>5</b>	From: 11:23 To:12;11	Subject (Specify) SL1F Living Env. ESL Arca M 233	Subject (Specify) SL1F Living Env. ESL Arca M 233)	Subject (Specify) SL1F Living Env. ESL Arca M 233	Subject (Specify) SL1F Living Env. ESL Arca M 233	Subject (Specify) SL1F Living Env. ESL Arca M 233
<b>6</b>	From: 12:15 To:1:03	Subject (Specify) ZL Lunch CAF	Subject (Specify) ZL Lunch CAF	Subject (Specify) ZL Lunch CAF	Subject (Specify) ZL Lunch CAF	Subject (Specify) ZL Lunch CAF
<b>7</b>	From: 1:07 To:1:55	Subject (Specify) L1 ESL Beginning Martinez J 346	Subject (Specify) L1 ESL Beginning Martinez J 346	Subject (Specify) L1 ESL Beginning Martinez J 346	Subject (Specify) L1 ESL Beginning Martinez J 346	Subject (Specify) L1 ESL Beginning Martinez J 346
<b>8</b>	From: 1:59 To: 2:47	Subject (Specify) L1 ESL Beginning Martinez J 346	Subject (Specify) L1 ESL Beginning Martinez J 346	Subject (Specify) L1 ESL Beginning Martinez J 346	Subject (Specify) L1 ESL Beginning Martinez J 346	Subject (Specify) L1 ESL Beginning Martinez J 346
<b>9</b>	From: 2:51 To: 3:39	Subject (Specify) PP1M Pitman-Bloom Gym A	Subject (Specify) PP1M Pitman-Bloom Gym A	Subject (Specify) PP1M Pitman-Bloom Gym A	Subject (Specify) PP1M Pitman-Bloom Gym A	Subject (Specify) PP1M Pitman-Bloom Gym A
<b>10</b>	From: To	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:      Free-Standing    Push-in      Pull-out  
 Indicate Proficiency Level:    Beginning      Intermediate    Advanced

School District John Adams 27

School Building: 480

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 7:59 To: 8:47	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L
<b>2</b>	From: 8:50 To: 9:38	MG2F 01 Bega A Rm 219				
<b>3</b>	From: 9:41 To: 10:29	Subject (Specify) L4L ESL Lab Intermediate Pollack J 219				
<b>4</b>	From: 10:32 To: 11:20	PTRT 04 Weight Training Guerriero J WTRM				
<b>5</b>	From: 11:23 To: 12:11	ZL 06 Lunch Cafeteria				
<b>6</b>	From: 12:15 To: 1:03	H4F Global History ESL Grimston L 347				
<b>7</b>	From: 1:07 To: 1:55	L4 05 ESL Intermediate Mrs. Goumeniouk 119				
<b>8</b>	From: 1:59 To: 2:47	L4 05 ESL Intermediate Mrs. Goumeniouk 119				
<b>9</b>	From: 2:51 To: 3:39	ALC2 Art Cartooning Wolsky R 221				
<b>10</b>	From: To:					

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:      Free-Standing    Push-in      Pull-out  
 Indicate Proficiency Level:    Beginning      Intermediate    Advanced

School District John Adams 27

School Building: 480

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 7:59 To: 8:47	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L
<b>2</b>	From: 8:50 To: 9:38	MG2F 01 Bega A Rm 219				
<b>3</b>	From: 9:41 To: 10:29	Subject (Specify) L4L ESL Lab Intermediate Pollack J 219				
<b>4</b>	From: 10:32 To: 11:20	PTRT 04 Weight Training Guerriero J WTRM				
<b>5</b>	From: 11:23 To: 12:11	ZL 06 Lunch Cafeteria				
<b>6</b>	From: 12:15 To: 1:03	H4F Global History ESL Grimston L 347				
<b>7</b>	From: 1:07 To: 1:55	L4 05 ESL Intermediate Mrs. Goumeniouk 119				
<b>8</b>	From: 1:59 To: 2:47	L4 05 ESL Intermediate Mrs. Goumeniouk 119				
<b>9</b>	From: 2:51 To: 3:39	ALC2 Art Cartooning Wolsky R 221				
<b>10</b>	From: To:					

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:      Free-Standing    Push-in      Pull-out  
 Indicate Proficiency Level:    Beginning      Intermediate    Advanced

School District John Adams 27

School Building: 480

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 7:59 To: 8:47	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L	Subject (Specify) SEFL01 Earth Science ESL Lab Mr. Martinez RM 334L
<b>2</b>	From: 8:50 To: 9:38	MG2F 01 Bega A Rm 219				
<b>3</b>	From: 9:41 To: 10:29	ELA 4 English Ms. Verma V 119				
<b>4</b>	From: 10:32 To: 11:20	PS1 04 Swimming Navarrete A Pool				
<b>5</b>	From: 11:23 To: 12:11	ZL 06 Lunch Cafeteria				
<b>6</b>	From: 12:15 To: 1:03	H4F Global History ESL Grimston L 347				
<b>7</b>	From: 1:07 To: 1:55	L6 05 ESL Advanced Mrs. Lampert B 112				
<b>8</b>	From: 1:59 To: 2:47	L6 05 ESL Advanced Mrs. Lampert B 112				
<b>9</b>	From: 2:51 To: 3:39	ALC2 Art Cartooning Wolsky R 221				
<b>10</b>	From: To:	LNC4 01 College Now ESL Mrs. Lampert B 112				

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type:      TBE                    \_\_\_ Dual Language  
 Indicate Proficiency Level:    Beginning     \_\_\_ Intermediate     \_\_\_ Advanced

**School District: John Adams HS 27                    School Building: 480**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 7:59 To: 8:47	L2 02 ESL Beg. Mrs. Neske 109				
<b>2</b>	From: 8:50 To: 9:38	L2 02 ESL Beg. Mrs. Neske 109				
<b>3</b>	From: 9:41 To: 10:29	L2L 03 ESL LAB Mrs. Julian 109				
<b>4</b>	From: 10:32 To: 11:20	ME2Y Math Bilingual Hurtado 320				
<b>5</b>	From: 11:23 To: 12:11	FSLN Literacy NLA SIFE Mrs. Pena M 109				
<b>6</b>	From: 12:15 To: 1:03	H2Y 02 Bilingual Global History Mr. Hernandez A 349				
<b>7</b>	From: 1:07 To: 1:55	SL2Y 01 Bilingual Living Environment Mr. Arca 233				
<b>8</b>	From: 1:59 To: 2:47	PP1M 08 Phys. Education Wapples-Arpel Gym A				
<b>9</b>	From: 2:51 To: 3:39	Lunch Cafeteria	Lunch Cafeteria	Lunch Cafeteria	Lunch Cafeteria	Lunch Cafeteria

<b>10</b>	From: 2:32 To:3:17					
<b>13</b>	From: 3:40 To:6:30	MSS! 61 Math Mr. Mantilla 249		MSS! 61 Math Mr. Mantilla 249		

**PART C: Title III, Part A: Language Instruction-L E P and Immigrant Students-SY 2009-10 27Q480**

From: Morales Yvonne  
Sent: Tuesday, January 12, 2010 8:36 PM  
To: Zwillenberg Grace (27Q480)  
Cc: German Roz; Rodriguez Marie; Jamison Sylvia; Napolitano Roseann; Ulubabova Tatyana; Badia George (27Q480)  
Subject: 27Q480 Approved Title III Plan

Dear Principal,

Congratulations! Your Title III plan has been approved.. As soon as your funds are released you may continue to carry out this program as outlined in your plan.. Should you have any questions or need additional support, please contact me at 917-515-4251. Thank you for your attention to the Title III plan and your ongoing commitment to the ELLs. Please submit the attached approved Title III plan to Appendix 2 Part B of your final CEP Plan.

Sincerely,

Yvonne Morales

Chief Achievement Office  
ELL-CPS KNLSO

Students with Disabilities &  
English Language Learners  
Brooklyn ISC Office Room 603  
New York City Department of Education  
718-935-5963  
Blackberry # 917-515-4251  
ymorale2@schools.nyc.gov

**Grade Level(s)** 9-12 **Number of Students to be Served:** 480 **LEP** 0 **Non-LEP**  
**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** Guidance Counselor, Supervisor

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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John Adams is a large comprehensive urban high school divided into small learning communities with 3,331 students from 9 through grade 12. The school population comprises 27% Black, 34% Hispanic, 6% White, 26% Asian and 6% students from other ethnic backgrounds. The student body includes 13.66% English Language Learners and 7.5% special education students. The school is a Title I school. The school is overcrowded resulting in the use of portable classrooms as well as an annex site serving over 400 ninth grade students. The design of small learning communities provides personalized support for all students while maintaining a clear identity as a large high school. Data, including test results, interim assessments, scrutiny of students' work, and observation of their behavior and attitudes, provide a detailed knowledge of all students including ELLs.

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

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

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

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

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

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

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

### **The Title III Proposed Program**

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

The data clearly indicated that the large majority of LTE were incoming 9<sup>th</sup> graders with only a few students from the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade remaining in that category. LTE - Long Term ELL students would benefit greatly from additional targeted instructional time in ESL, English speaking, reading, writing, and listening, Science, Social Studies and Mathematics.

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

### **Saturday Academy**

In the Saturday Academy, classes will meet for three hours from 9:00 a.m. to 12:00 p.m. each week, per term, September through January and February through June. Students will work with content /subject area specialist/teacher and an ESL teacher who will facilitate their work in Science, Social Studies or Mathematics.

All students participating in the project will select a content area class at the beginning of the semester and work to complete a project. This process would be repeated mid year to facilitate a second session semester thereby allowing students to work in two content areas

during the school year. Students will work in a small group with a dedicated teacher to support reading and writing in English. In addition, students will prepare to take the Regents in June as part of the acceleration process that is embedded in the program goals.

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

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

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

The Saturday ESL Title III program will focus on oral language development for Newcomers, and Beginner ESL students. In

addition, courses to help the Long Term ELLs develop reading and writing skills as well as graduating on time. The four ESL/bilingual certified teachers will work with 20-25 ELL students per group in the Saturday Program in conjunction with the SIFE Program. The program will begin on Saturday, February 6, 2010 through June 12, 2010 for 16 sessions. The program will include Virtual Enterprise, Drama, Pre-Algebra and Algebra using Destination Math (No cost to Title III), NLA and ESL classes using Achieve 3000. Cultural educational trips to educational institutions and Broadway such as West Side Story & In the Heights will enhance the cultural awareness skills and the NYC experience for ELL students.

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

### **Before and After School Program**

John Adams High School Title III Before and After School Program will be implemented during the Fall 2009 and Spring 2010.

#### **Before School Program**

Some classes will begin during 0 period before the students commence their regular school day. There will be four groups of 15-20 students for one hour before the beginning of the school day. This program will run for 26 weeks to work with students prepare for regents in Foreign Language, Math, Science, History, ESL and ELA. The classes will be conducted by teachers who are Content Area certified Bilingual/ESL teachers.

#### **After School Program**

The After School Program will have 10 small groups (5-10) students will take tutorial classes Mondays and Wednesdays and

Tuesdays and Thursdays after their regular school day, two hours for 26 sessions. The classes will be conducted by teachers who are certified Content Area Bilingual/ESL teachers. The focus of the program is oral language development, vocabulary acquisition, reading and writing skills integrated within a thematic approach. The language of instruction will be English. The ELLS will use the computers to work on Achieve 3000 which is of no cost to Title III. Students will work on grade specific topics through a differentiated literacy modality that is available in English and Spanish. The program assessment tool will place students at their instructional level and adjust as students work towards higher gains. Students will complete both reading and writing assignments on the computer. In addition to language development, we will be offering classes in ESL, ELA, Math, Foreign Language, Living Environment and Social Studies. These classes will be in English and Spanish to prepare for the Regents.

### **Day Regents Tutorial Program**

The Day Regents Tutorial Program will serve small groups (5-7) students with tutorial classes Mondays through Thursdays during the regular school day, two 45 minute sessions for 26 weeks. The classes will be conducted by two teachers per week who are certified Content Area Bilingual/ESL teachers, who will work two preps a week for 26 weeks to assist students that will not be able to participate during the before or after school programs. The focus of the program is to work with ELL students prepare for regents in Foreign Language, Math, Science, History and ELA.

**Title III will be used to purchase the following:**

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

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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

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

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

In addition, to the above the Assistant Principal and Director of the Newcomers Program will attend the RTI Institute for English Learners in Seattle, Washington during February 9 and February 10. The content objectives of the conference are to define responses to intervention and their role in the education of English Language Learners. Another objective is to identify challenges of effective progress and monitoring for ELL students. It will explain how the SIOP Model supports Tier I instruction for ELL students, to compare and contrast effective Tier 2 and Tier 3 assessments and interventions for ELLs, and others. The Language Objectives are to be able to state in writing suggestions for how to appropriately differentiate classroom instruction for ELL within Tier 1, to select relevant academic vocabulary words and phrases from academic content area standards, to write and refine an effective RTI plan for all students, including ELLs. This information would be turn-keyed to all the teachers during common planning time. Title III funds will pay for the registration fees to the SIOP Institute.

### **Parent Component/Saturday Program**

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

All parent activities will be organized, conducted and supervised by the program supervisor working on Saturdays.

**Form TIII – A (1)(b) School: 27Q480 BEDS Code: 342700011480**

**Title III LEP Program School Building Budget Summary \$ 61,480.00**

<b>Allocation Amount: Q27 480 John Adams H. S. <u>\$61,480.00</u></b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b>	<b>\$ 48,948.00</b>	<p><b><u>Before School Program</u></b>            4 Trs X \$49.89 X 1 hour Hrs X 26 Sessions =\$ 5,188.56</p> <p><b><u>After School Program:</u></b>            10 Trs X \$49.89 X 2 Hrs X 26 Sessions =\$ 25,942.80</p> <p><b><u>Saturday ELL Program:</u></b>            4 Trs X \$49.89 X 3 Hrs X 16 Sessions = \$ 9,578.88</p> <p>1 AP X \$52.21 X 3 Hrs X 16 Sessions = \$ 2,506.08</p>

		<p><b>Regents Tutorials</b>  Regents Prep. Class Tutorials  2 Tr X 2 Prep.Cov. X \$38.17 X 26 weeks = \$ 3,969.68</p> <p><b>PD Program</b>  1 teacher trainer x 8 hours x 49.89 = \$399.12  10 Trs X 6 Hrs X 22.72 Trainer Rate X = \$ 1,363.20  <b>Total = \$1,762.32</b></p>
Support Services	<b>\$2,574.24</b>	1 Counselor Saturday Program 1 X <b>53.63</b> X 3 Hrs X 16 Sessions=\$2,574.24
<b>Purchased Services</b>	<b>\$1,600.00</b>	Registration SIOP Institute 2 TR X \$800.00 = <b>\$1600.00</b>
<b>Supplies and materials</b>	<b>\$ 6,357.76</b> -	<ul style="list-style-type: none"> <li>• Instructional Supplies for Extended Day Program and Supplementary instructional workbooks</li> <li>• ESL NYSESLAT Practice workbooks</li> <li>• ELA Regents Practice</li> <li>• Multicultural Libraries</li> <li>• Content Area Libraries</li> <li>• Bilingual Dictionaries</li> <li>• Bilingual Glossaries</li> <li>• Math Regents Practiced English and Spanish</li> <li>• US History and Government Regents Practice English and Spanish</li> <li>• Living Environment Regents Practice English and Spanish.</li> </ul>
<b>Trips to Broadway Show &amp; Universities</b>	<b>\$2,000.00</b>	Enrichment Activities-Theatre Experience for ELLs West Side Story & In the Heights  Cost of tickets and transportation - Metro Cards
<b>Travel &amp; Professional Development</b>		
<b>TOTAL Sub-total</b>	<b>61,480.00</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - John Adams High School will provide translation and interpretation of documents based on the number of non-English home languages in the school and the number of students with non-English home language.
  - We will follow the No Child Left Behind Mandate and Children First involving families of students whose home language is not English by sharing parent-school accountability, offering parent the information for their children's educational options and for the parent to have the capacity to improve their children's achievement.

- John Adams High School will determine within 30 days of the student's enrollment if the primary language spoken by the parent is not English via the Home Language Survey, Parent Coordinator and PTA meetings.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Approximately 10% of John Adams High School students are ELL. The school based on these students and their parents need translation services and oral interpretation in the following major languages Spanish, Punjabi, Arabic Bengali, Urdu and Haitian-Creole. This population need translation and interpretation with grades, foreign transcripts, failing senior letters, department progress report letters, NYSESLAT notifications about testing, locations and decisions, LAB BESIS Testing, Automated telephone messages, attendance outreach calls, guidance conferences, suspension conferences, class trips and parent workshops. These finding were discussed in school leadership meetings and parent association meetings. The finding was address by submitting a Budget Plan for translation and interpretation services.

## **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  1. The Parent/Guardian Home Language is determined by the Home Language Identification Survey. Students who are new to the NYC Schools and those who have been out of the NYC Schools for at least 6 months will have their parents fill out the HLIS at admission. The data on the HLIS will be inputted on ATS by the admissions department and kept in the permanent record.
  2. Approximately, 1/3 of our families' home languages are not English. Using PARU + RPOB reports and ARIS, we see the families that need written translation of our documents and oral interpretation services for meetings, parent conferences, and parental outreach. We make sure our written outreach is translated and sent home in a timely manner. The major languages that our families need translation and interpretation services are: Spanish, Bengali, Arabic, Urdu, and Hindi.

These findings were discussed in school leadership meetings, parent association meetings, faculty meetings, and Small Learning Communities.

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

John Adams will provide the following services for oral interpretation:

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

We will use school staff and parent volunteers for a majority of these services. When we are not able to, we will use the translation unit.

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

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

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

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$1,910,708	\$182,873	\$2,093,581
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$19,107		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,829	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$95,535		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$9,144	
6. Enter the anticipated 10% set-aside for Professional Development:	\$191,071		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$18,287	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 90%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
- **Hired more high quality teachers;**
  - **Encouraged more teachers to become highly qualified;**
  - **Programmed the teachers more effectively;**

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## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **John Adams High** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. **An annual meeting will be held by October 31 of each year in order to adopt this policy.**
2. **John Adams High** will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parents individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- **John Adams High** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs (**N/A**), through the following activities:
  - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home and in the school (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, workshops, Title I Parent Advisory Council (PAC), Parent Teacher Association (PTA), Parent Volunteer programs and School Leadership Teams (SLT), etc.)

- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), Continuing Adult Education Programs, and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State's academic content standards
  - the State's student academic achievement standards
  - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA/PAC executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
  - Through the efforts of the Parent Coordinator, the PAC Chair person and PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by October 31, 2010.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, health care, and financial planning.

#### School Visitations

Parents with children attending **John Adams High** are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring)
- PTA/PAC and SLT meetings (monthly)
- Student of the month celebrations held in conjunction with PTA/PAC meetings,
- Honor's Night at the end of each marking period,

- Culminating celebrations marking their child's success at the school and
- Parent workshops and activities (as scheduled by the Parent Coordinator and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

**Professional Development:**

**John Adams High** will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

**Professional Development** is provided by the National /Region II Coalition of Title I Parent Conferences to familiarize Title I PAC Members with their role, responsibilities and national incentives that promote academic success. It is recommended that one (1) PAC member attend each conference.

**Professional Development** is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters by the region.

**ELL Professional Development:** Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

**Students with disabilities/Professional Development:** Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

**Project Funding**

**John Adams High** will set-aside a minimum of 1% of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. Title I PAC representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, PA/PTA and SLT for the best involvement and outreach of parents in the school community.

**John Adams High** will set-aside \$     N/A     to be used at the district level to support district-wide parent involvement events and activities.

Parental Involvement Project funds will be used to support parent participation at local and out-of-town conferences, regional/district meetings, school events and activities.

**Responsibilities of the Title I Parent Advisory Council**

In order to maintain the effectiveness of **John Adams High** Title I Parent Involvement Policy, it will be necessary for the PAC to support and uphold the contents of this policy, as well as:

- a. Serve for two year term,
- b. Attend monthly school and district meetings,

- c. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report,
- d. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report with parent members of the school community,
- e. Review and provide input in the CEP, annual program evaluations and budget proposals, and
- f. Conduct an annual review and evaluation of the District Parent Involvement Policy.

### **Qualifications of PAC Representatives**

Members of Title I Parent Advisory Council must be a parent of a child attending Name of school and elected by parent membership.

### **Election/Voting Procedures**

Members of the Title I PAC will adhere to the following election/voting procedures:

- a. Elections will take place at the time of the PA/PTA elections
- b. Elections will be chaired by the nomination committee, DPAC members or the DPSO,
- c. Nomination committee will be formed in April of the election year
- d. Nominations will be accepted from the floor and closed on the day of elections
- e. A quorum of 11 parent members must be present to conduct official business of the PA/PTA and PAC
- f. Only parents with children attending **John Adams High** can vote
- g. Absentee ballots/nominations or voting by proxy is not permitted
- h. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PA/PTA and PAC meeting.

### **Duties of PAC Officers**

The Title I PAC will consist of the following officers: Chairperson, Co-Chair, Secretary and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parent membership and vote to remove officer from their responsibilities. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PAC meeting.

**The Chair** shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of the nominating committee, guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, present at the annual conference a report of the work and activities of **John Adams High** for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title I funded program information and data. Serve as a representative to the District Title I Parent Advisory Council and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents in New York City regarding proposed allocations, CEPs, bases for formulas, proposals, etc. and be an ex-officio member of all committees except the nominating committee.

**The Co-Chair** will have dual responsibilities in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are recorded and secured within the district office. The Co chair will be responsible for monitoring the PAC's budget.

**The Secretary** will prepare, file and ensure that the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings and/or events are recorded and secured within the school.

**The Designee** is appointed by the Chair and shall vote in the absence of the chair.

### **Record Keeping**

Schools are required to maintain documents that substantiate Title I/PCEN parent involvement activities and expenditures **for a period of seven (7) years**. Bookkeeping records such as imprest forms and purchase orders as well as program records including, but not limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

***Explanation:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We use a variety of measures to assess our schoolwide instructional and none-instructional program, for example, the city report card, cohort graduation data, school surveys, NYS Accountability Report, SQR, and CEP.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

We have been able to provide students with a more personalized academic experience by requiring all teachers to complete a Student Progress Report six times a year. Benchmarks are created and revised regularly to ensure transparency and collaboration among all stakeholders—this may include case conferences, phone calls, letters, one-on-one conferences, or family conferences.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

The SLC Assistant Principals, Directors, and Guidance Counselors regularly monitor the progress of each student, where appropriate, program students who are academically at-risk in any one of these schoolwide services: tutoring, after school, Saturday school, Achieve Now, Extended Day, Achieve 3000, and Wilson.

- o Help provide an enriched and accelerated curriculum.

We offer AP classes, College Now through our partnership with CUNY—York College, Honors courses such as, Physics, Environmental Research, Anatomy & Physiology, Foreign Policy, Virtual Enterprise, Medical Technology, etc. We ensure our instructional program meets the needs of our students through both horizontal and vertical alignment of the curriculum and interdisciplinary planning.

- o Meet the educational needs of historically underserved populations.

Through our SLCs, we offer a career-infused curriculum that is both engaging and rigorous for all of our students including students with Individualized Educational Plans, ELL/LEP, and our lowest performing students. Mindful of the challenges student faces, we provide key instructional provision for our lowest third students through curricular and instructional modification. These provision have enables us to maximize the number of student participation in our general and accelerated curriculum.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State

academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

We offer a variety of internal programs to address student needs. Our internal program includes: CTE, Medical Technology, Virtual Enterprise, Law, Princeton Review, Individual/Group Counseling, Career Exploration, Post-Secondary Counseling, and Parent Workshops on a variety of topics that affects student outcome. In addition, we have partnerships with: The Explorer Program, VESID, JetBlue Airways, Supplemental Education Services, and NYIT School Counseling Department.

- Are consistent with and are designed to implement State and local improvement, if any.

We as a school regularly meet to ensure vertical and horizontal alignment with both City and State Standards.

### 3. Instruction by highly qualified staff.

Preference will be given to individual teachers with interdisciplinary academic backgrounds, prior experience, or dual certification in the following combinations (other combinations are possible):

#### 1. Instructional Design/Delivery

- a. Demonstrated ability to apply current research and theory to instructional practice.
- b. Ability to assess student learning as evidenced by means of written, oral, visual, portfolio, etc.
- c. Knowledge of the ways in which data analysis informs a school's instructional programs.
- d. Knowledge of the ways in which data analysis informs individual course unit/lesson planning.
- e. Interest in and knowledge of the technology industry and willingness to organize instructional delivery in that context.
- f. Demonstrated ability to plan and deliver lessons based on the State's Standards of Performance and on the individual needs and abilities of the students.
- g. Demonstrate the ability to use data to drive instruction

#### 2. Professionalism/Collegiality

- h. Demonstrated skill in oral and written communication and teamwork.
- i. Ability to attend a variety of Professional Development sessions/conferences and off-site meetings during and after school day
- j. Ability to work well in cooperation with all school partners (parents, teachers, administrators, and community and business leaders).

#### **Essential Duties and Responsibilities:**

1. Work with administrators and colleagues to develop and support an instructional program that involves:
  - a. Planning units to:
    - Identify desired results by designing overarching questions complimented by essential questions for each unit of study
    - Determine acceptable evidence of learning through the design of assessment tools, i.e.: performance tasks, projects, quizzes, tests, academic prompts, alternative methods of

- assessment (i.e.: graphic organizers, self-assessment rubrics, exhibitions, portfolio assessments, etc.)
- Plan learning experiences and instruction<sup>i</sup>
- b. Incorporating technology into daily instructional delivery.
- c. Planning and delivering:
  - Lessons incorporating differentiation of instructional
  - A variety of cooperative learning activities to facilitate instruction
  - Interdisciplinary project-based learning experiences
  - Lessons in which literacy strategies have been infused into all content area instructions
  - A curriculum in which all core subject areas are fully integrated with the school's theme
- d. Analysis of student data in order to design individual educational plans and personalize instruction
- e. Willingness to facilitate after school and Saturday enrichment/Academic Intervention Services

John Adams HS faculty will enjoy being part of a superb faculty and benefit from having access to our partnerships along with the vast educational opportunities. Teachers have the opportunity to teach elective courses in the area of specialization that culminates in student interests.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development and enrichment is constantly being offered to staff by the UFT Teacher Center, the Knowledge Network, High Schools That Work, and through Common Planning Time (CPT). Each SLC AP and Director worked collaboratively in creating instructional structures and systems using the following methodologies: UbD, Differentiated Instruction, Regent Item analysis, Acuity (ITA), and Performance Series to ensure students meet State Standards in all subjects.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The Hiring Committee and cabinet meet to assess the organizational needs of the school. Once potential vacancies are identified, there are posted, and then each SLC AP recruits candidates using any one of the following: Teaching Fellow, College/DOE Hiring Fairs, Networking, Professional and Recommendations. Each candidate is invited to a panel interview and teaches a model lesson, if applicable.

6. Strategies to increase parental involvement through means such as family literacy services.

This year, parents were invited to join the John Adams High School community through ARIS Parent Link including parent seminars in the following topic: ESL, GEP, Computer Literacy, and Career Readiness. In addition, parents are invited to attend conferences and meetings as it pertains to their child's education and academic success.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

***Through each of our SLC Common Planning Times, our faculty both creates and analyzes academic assessments for each subject. The data that is gained through their analysis is used to review/revise curriculum, revise student short and long term goals, referrals to AIS or tutoring, referrals to the guidance counselor/PPT team, and parent meetings***

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

***When teachers, counselors, and/or assistant principals find students who are experiencing difficulty mastering proficient and/or advanced levels of academic achievement through classroom observation, data analysis, and student/family meetings, students are immediately referred based on type of academic need to one or more of the following:***

- a. ***SLC tutoring,***
- b. ***Supplementary Educational Services,***
- c. ***AIS classes,***
- d. ***Pupil Personnel Team Review,***
- e. ***counseling,***
- f. ***family meetings;***
- g. ***referrals to outside agencies***

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- ***All of our students receive free breakfast every morning in our student cafeteria as they come in for the day;***
- ***We encourage all of our students to hand in the application for free or reduced price meals to hopefully be eligible for free or reduced lunch, Supplementary Educational Services, and Fee-Waivers;***
- ***Since we are a Title I School identified for improvement, our eligible students are highly encouraged through meetings, letters, and phone calls to sign up for Supplementary Educational Services;***
- ***Many of our students are involved in career and technical education through our in building classes (Virtual Enterprise, Health Careers, and Law), in the Department of Education (Co-Op Tech), and through the State of New York (VESID)***

- ***Also, our SLCs are career-themed and offer various opportunities for career exploration and internships;***

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  - Saturday School – credit bearing classes and tutoring
  - Credit Recovery Program – after school and Saturdays
  - Before and after school tutoring programs
  - Extended Day School – for overage and under-credited students
  - YABC Program – intensive credit accumulation for students with 17 credits who are 17+ years of age
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** Restructuring (Advanced)  
Comprehensive      **SURR<sup>1</sup> Phase/Group (If applicable):** N/A

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
  - **Students come into high school through both the high school admissions process and over-the-counter with deficits in their literacy skills;**
  - **Students have been transferred between numerous high schools – so the haven’t had consistent instruction;**
  - **Students transfer in to our high schools from English-speaking countries who are illiterate;**
  - **Students have attendance problems because of challenges at home;**
  - **Students come into the school under-credited and overage – both transfers and incoming students;**
  - **Many of our international transfers have interrupted formal education;**
  - **We have had an increase of non-English speaking students**
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

The principal, assistant principals, and the collaborative inquiry teams in collaboration with the SLT have identified the following as key schoolwide initiatives to address our targeted students who have not met AMO in the sub category in ELA, Math, and Graduation rate. Appendix

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<sup>1</sup> School Under Registration Review (SURR)

7 provides our strategy for addressing student need. We have identified other measures to support our strategies for improving students' performance and outcome below.

## ATTENDANCE

Improvement: Attendance	
<ul style="list-style-type: none"><li>✓ Quantitative data on student attendance is gathered and discussed at school, SLC meetings, classroom settings, and individual levels.</li><li>✓ Qualitative data on student attendance is discussed and shared with staff regularly during Common Planning Time in order to reach a deeper understanding of student attendance over time.</li><li>✓ Planning Interviews, home visits, and parent outreach are tasks completed daily.</li></ul>	
Challenges	Actions

Students with temporary or transient housing

- On-going home visits and parent contact
- A building entry alert is set and students are immediately taken to assistant principals or designee to update school records such as blue cards and parental contact forms.
- A School Social worker is appointed families in need of housing and works with them to find permanent living quarters.

Students who are faced difficult family situations and are not supported by their parents/family

- The school community creates a caring environment that fosters a safe and supportive learning haven for students with problems outside of school.
- Counseling is available for students with emotional needs with guidance counselors, social worker, and SPARK outreach coordinators.

## STUDENT PROGRESS

Improvement: Graduation Rate	
<ul style="list-style-type: none"> <li>✓ Met with graduating cohort through SLC to develop individual graduation goals for each student</li> <li>✓ A monthly follow-up schedule has been developed to review progress toward graduation in each marking period</li> <li>✓ Progress reports are distributed mid-marking period to ensure short and long term goals are being met by the students in collaboration with parents</li> <li>✓ The school counselors regularly review student progress and schedule meetings with students and parents and agree on the best course of action as it relates to their child’s progress towards graduation</li> <li>✓ Through our Achieve Now program, students who have been identified as off track now have been provided with the opportunity to gain credits and personalized instruction for Regents exams</li> <li>✓ Teachers are provided with professional development on the use of quantitative and qualitative data to identify the needs and trends of the school environment</li> <li>✓ All the adults in the school are responsible for knowing students well and providing a caring, safe, and supportive environment</li> <li>✓ Tutoring is available before, during, and after school</li> <li>✓ Technology (which includes but is not limited to) such as, the SmartBoards, PowerPoint, overhead transparencies, digital/sound media are regularly used in classroom to support student development.</li> </ul>	
Challenges	Actions
<p>SIFE</p> <p>Not all students’ have the opportunity to utilize technology outside of the classroom or school building</p>	<ul style="list-style-type: none"> <li>• We use data to identify our SIFE and develop structures for systematic outreach (e.g., home visits and parent conferences with principal, SLC APs, and guidance counselors).</li> <li>• We are utilizing diagnostic tools to place students in the appropriate settings to meet their individual needs. These needs are met through Achieve Now, SES, Classroom Inc, Achieve 3000, Wilson &amp; Wilson Just Words and RIGOR. In addition, we are exploring other funding sources, for example, SIFE Grant through OELL.</li> <li>• “COW” carts are made available to teachers for usage in their classrooms.</li> </ul>

Teachers technology skills/knowledge is lacking

Graduate All Students in 4-Years

- Media centers have been set up in designated classrooms to maximize technology usage within the classroom setting.
- SmartBoards are used by teachers to give students a visual and tactile learning experience.
- The library has computers for students use during their lunch periods and after school.
- Interdisciplinary Projects are introduced to the students during the ninth grade to begin and enhance their knowledge of technology.
- Professional development is offered monthly to expand teachers' knowledge and implementation of technology in the classroom by teachers, APs. And Knowledge Network.
- SmartBoards, overhead projectors, and laptops are made readily available for practice before implementation into the classrooms.
- Early intervention by monitoring attendance, individual credit accumulation and Regent exam success. A collaborative team effort to ensure that students stay on-track.
- To increase parent contact from teachers and guidance counselors early on to ensure the students stay on track (e.g., credits, after school, and Saturday School).

## STUDENT PROGRESS

Improvement: 10+ credits Lowest Third 1 <sup>st</sup> Year	
<ul style="list-style-type: none"> <li>✓ The time schedule has been modified to improve attendance rate and increase the instructional time</li> <li>✓ A double period interdisciplinary project based curriculum in ELA, Math, and Social Studies has been implemented in our freshmen classes to provide them an extra academic class to “jump start” credit accumulation</li> <li>✓ Usage of the History Alive curriculum to stimulate student interest in Social Studies has been implemented</li> <li>✓ Students are presented with afterschool credit accumulation opportunities</li> <li>✓ Instruction has been differentiated in all classrooms to accommodate all learning styles</li> <li>✓ A uniform schoolwide standards-based grading policy has been adopted and implemented</li> <li>✓ Opportunities have been introduced for supporting skill attainment across disciplines by working collaboratively with our SLC teams and Departments</li> <li>✓ We constantly assess and re-assess as the year progresses in order to monitor individual student progress.</li> <li>✓ We differentiate our targeted skill based instruction according to the needs of individual students.</li> <li>✓ We make careful decisions about how we spend our class time, using enough class time to support students’ success on State Exams and enough class time to build deeper content knowledge and other important skills [such as writing, research, lab skills, presentation and project work].</li> </ul>	
Challenges	Actions
Motivating students to take advantage of the various academic opportunities	<ul style="list-style-type: none"> <li>• Parent outreach, guidance intervention, and visual promotion throughout the building, mentoring, and regular classroom announcement.</li> <li>• Setting up meetings with students, which provide them with knowledge and the opportunity to take advantage of various academic opportunities.</li> <li>• Teachers utilizing ARIS to identify the lowest third students and meet their needs (i.e., attendance vs. academic).</li> <li>• Use of phone master</li> </ul>

## STUDENT PROGRESS

Improvement: Average Completion Rate for Remaining Regents	
<ul style="list-style-type: none"> <li>✓ Counselors collaborate closely with teachers to help them expand their role to include serving as an advisor to a group of students</li> <li>✓ Parents are encouraged to take an active role in school activities, to share their knowledge of their child with teachers and counselors, and to give staff feedback on their children's experience and progress</li> <li>✓ The school uses multiple mechanisms to assess the organizational and program effectiveness including: critical friends processes, peer observations, reviews of student work, analysis of student performance data such as course pass rates and attendance, and growth on ELA and Math assessments</li> </ul>	
Challenges	Actions
Mock Regents	Developing system for making State Exam practice a central element of our planning, providing multiple practice exams over the course of the year that can serve both as an assessment and as part of the course grade
Test Taking Strategies	over 80% of teachers at the Annex implement The Castle Learning Program as a preparatory tool in the Freshman classes which exposes and allows students to become accustomed to regents questions and formats
Vocabulary & Comprehension Skills	Increase the use of vocabulary in the classroom through the use of word walls, developing glossaries; providing with activities centered on vocabulary and reading comprehension. Professional development and training will be provided to support teachers in the use of education software, such as Wilson, Achieve 3000, and other forms of assessment tools to support this effort

Improvement: Parental Engagement	
<ul style="list-style-type: none"> <li>✓ The parent coordinator surveys parents/guardians to identify ways in which the school can better support them and their children</li> <li>✓ Teachers and guidance counselors are in constant contact using telephone calls, electronic mail, and progress reports with parents/guardians giving them updated information concerning their child's progress</li> <li>✓ The Parents Association holds monthly meetings to increase parental awareness in the school environment</li> </ul>	
Challenges	Actions
Lack of Parental Involvement in School Activities	Parents are invited to attend school functions such as talent shows, drama productions, and Cultural Days
Lack of Parent Attendance at Parent Teacher Association	Newsletters prepared by the Parent Coordinator which include pertinent information are being distributed monthly to raise parental awareness within the school

## ADDITIONAL CREDIT

Special Education	
<ul style="list-style-type: none"> <li>✓ We measure our students' skills by utilizing assessments tools so that we generate a baseline understanding of the students' ability to succeed on the State exam, noticing areas of strength and weakness, and noticing areas of shared student need.</li> <li>✓ Student achievement is assessed using multiple measures to ensure that diverse students' learning and progress is captured.</li> <li>✓ Qualitative data such as student work is gathered for professional development sessions to be used at descriptive protocols, enabling teachers to reach a deeper understanding of the actual progress that individual students are making over time.</li> <li>✓ Analyzing CAP and ATS data reports to ensure student appropriate placement according to student's Individualized Educational Plan (IEP)</li> <li>✓ Targeted professional development that emphasizes on the effective use of classroom strategies to support and accelerate student outcome.</li> <li>✓ Meet monthly with Pupil Personnel Team (PPT) including psychologist, social worker, guidance counselors, and teacher to determine movement from a more restrictive environment to less restrictive (LRE).</li> </ul>	
Challenges	Actions
External ATS, CAP, and ARIS discrepancies	Collaborating with Special Education Administrators to identify systems as well as provide support for implementation
Students entering John Adams out of compliance	<p>Students entering without IEPs are immediately identifying Family Worker and ISS Team; following is scheduled conference with the school psychologist.</p> <p>Early review of incoming students' IEPs to ensure each IEPs are in compliance.</p>
Limitation of IEP Program	Increasing its availability by uploading the IEP Pro program into Daedalus

## **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
  - **Provide the following information: 2009-2010 anticipated Title I allocation = \$2,230,000; 10% of Title I allocation = \$223,200.**
  - **Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.**
    - **We will have PD's on the following topics: curriculum development, differentiated instruction, differentiated accountability, ARIS, various technology topics (Outlook, Excel, SmartBoard, etc), ethics, how to analyze data, data-driven instruction; & effective common planning time**
    - **We will also expand our faculty library in the UFT Teacher Center with books on differentiated instruction, accountability, and data-driven instruction**
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

n/a
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
  - Letters in the various home languages
  - Phone master and personal phone calls in the various home languages
  - Parent meetings with translators if necessary
  - Leadership team meetings

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having

mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum.

*Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the ELA curriculum used is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
  
- **English Language Learners**  
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Professional Development provided by the UFT Teacher's Center focused on differentiated instruction and data analysis to improve our standards based interdisciplinary curriculum with project based assessments. The data analysis explored credit accumulation and Regents exam results to hone in on specific areas in need of strengthening. We developed a uniform school wide policy to streamline our grading system. Our Inquiry Team work focused on identifying effective literacy strategies in a small sample of students to later apply our findings to the larger population.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

Our professional development team, in conjunction with our small learning communities, is refining our existing curriculum during common planning time to better align the ELA NYS standards by grade. The vision of the refined curriculum is to fully align it with the state standards, include the content to be taught, an array of resources from which teachers may choose and a description of expectations for both the teachers and the students.

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our standards based interdisciplinary curriculum with project based assessments has proven effective in student performance in the Jumpstart Academy. We continue to address attendance issues as well as literacy deficiencies through additional literacy intensive classes for students who have been identified through diagnostic testing and other data analysis.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

On-going communication between teachers and across small learning communities during common planning time and professional development sessions will continue to strengthen the articulation of state standards necessary to consistently align in daily lesson plans at every level. Support by the Knowledge Network includes strategies for improved writing lessons, Balanced Literacy, ELA Best Practices, suggested monthly writing prompts, suggested strategies for creating effective lessons, and suggested pacing calendars for grammar, usage, and mechanics.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove

mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

**Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

At John Adams High School we began implementing the Integrated Algebra, Geometry and Algebra 2 and Trigonometry curricula. The finding that the NYC Math A and B are not aligned with the 2005 Standards is irrelevant to our present school’s educational program. In respect to the finding that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the NY State standards is not the case in our school. We follow the mandated Prentice Hall curriculum that was approved by the NYS Education Department as well as the NYC Board of Education Department.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Every topic in the Prentice Hall curriculum is aligned with the process and content strand. The correlation between the state standards and the topics are listed in the Prentice Hall book. We, as mandated by the NYC DOE, use the Prentice Hall curriculum to prepare our students to take the Algebra Regents examination.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

As ELA classrooms continue to foster student centered environments using strategies for increased interaction and differentiated instruction, the need to spread these strategies across disciplines has become evident through the development of small learning communities.

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The findings are relevant to our school's educational plan because it allows for greater horizontal and vertical alignment in the curriculum, refined implementation of the curriculum, and increased student engagement in the classroom. Increased engagement in the classroom would ultimately improve attendance, improve credit accumulation, and improve graduation rate, goals outlined in the school's educational program.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Professional Development, Best Practices shared by teachers and continued Curriculum Development during Common Planning Time within Small Learning Communities will move all classes in the direction of increased student engagement and high academically focused class time. We will always warmly embrace the unyielding support by our Knowledge Network.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into

in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We are and will continue to observe teachers on a regular basis to improve instruction. We would like students to be more engaged in the development of the lesson. As mentioned in section VI:

- We will set up individualized goals for teachers to improve their teaching skills by 2/10
- We will work closely with the UFT Teacher center to run workshops on differentiated instruction for teachers during and after school by 2/10
- We will be sending teachers to the DOE run differentiated instruction workshops by 2/10
- We will conduct regularly scheduled interdisciplinary meetings with teachers to discuss curricula and how to differentiate instruction by 2/10
- We will run weekly study groups and monthly departmental and faculty meetings by 2/10
- We will be scheduling teachers to a common prep period in order to share ideas and teaching strategies by 2/10

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As measured and as noted by classroom observations not all teachers are utilizing differentiated instruction in their daily lesson. In any given term, we have an average of 40% of students who pass their Math Regents and an average of 60% of students who pass their math classes. To increase the percentages, we will (in addition to measures mentioned in section 2B.2) conduct regular observations and take daily snapshots of the teacher's pedagogy.

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six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are providing teachers with professional development on how to implement differentiated instruction in their daily teaching. We are also asking them to observe each others Math class in order to improve their teaching skills. We would like the central office to provide free professional development to our teachers on how to better engage students at John Adams High School.

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**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators

interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At John Adams High School, Professional Development is an integral part of the preparation, evaluation and improvement of the Newcomers, ESL and Bilingual Programs. Teachers attend staff development and planning sessions in order to learn new practices and methods. Teachers turn-key these new practices to the other teachers in the program during common planning time, professional development days and after school. The teachers at John Adams have in prior school years participated in a number of professional development sessions conducted by ELL Specialists from the Office of ELLS, NYCDOE, including QTEL basic and others. In an effort to continue to develop teacher practice, knowledge, and skills, teachers will attend workshops and professional development provided during the school year by the Office of Language Learners, Schillinger Group, LLC, Schools That Work, UFT Center, BETAC, and other sources. Some of these professional sessions are Quality Teaching for English Learners (QTEL) Five-Day Institutes -Building the Base, ELA, Beginning ESL, Math, Science, and Best Practices for ELL, Demystifying ELL Data, as well as many others.

Common planning time is already in place for the teachers of the Newcomers Academy. During this time, teachers share best practices, discuss individual students, and review student work in an effort to arrive at agreed-upon standards. Those teachers working in the program will have additional time provided after school to work with their partner teacher. Both the content area specialist and the ESL teacher will develop lessons, class activities, and curriculum experiences to support the students in their subject area work and in English as a Second Language.

In addition, each teacher meets with the Assistant Principal and develops a professional development plan including areas of growth and interest. The Assistant Principal, through emails and other documents, keeps the staff informed of any new professional development offer by any institution. Some of the partners providing the professional development are Shillinger Group, LLC, Schools That Work, BETAC, and UFT Teacher Center.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that supports our findings are the Professional Development Log that is maintained for each teacher, the records kept by the Office of Language Learners and other institutions, Agendas for Common Planning Sessions, and observations.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This finding is not applicable to John Adams High School and at the present time. We have been granted grants that incorporate a strong focus at professional development (i.e. Melinda Gates Foundation and Success grants).

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### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELL students' academic progress or English language development. Testing data, where they do exist (for example, the NYSSA yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

John Adams High School, all teachers are provided during the school year with data relevant for placement and progress of each student. We have established procedures that ensure students are placed in classes that match their needs, and that any additional support is accurately targeted. English Language Learners are grouped according to their skill levels; regular testing tracks their progress, supporting many to become fluent in a short time. Some of the data utilized at John Adams HS include NYSESLAT scores in the different modalities, LAB R, Pearson Periodic Assessments, 8<sup>th</sup> grade scores, The Academic Language and Literacy Diagnostic Exam (ALLD), report cards, transcripts, interim exams, portfolios, and student progress reports.

Teachers use data to review student progress and set learning goals. During common planning time the data is discussed and analyzed for instructional purposes like lesson planning, differentiated instruction, decision-making regarding placement and advancement of each student, progress reports to keep parents informed, setting goals, and providing additional support. They work to improve student achievement and support credit accumulation. The school's extensive and varied curriculum, including an interdisciplinary approach which is improving students' literacy skills across the curriculum, caters to the diverse needs of the students. Time is provided for teachers to work together and plan and share ideas, including curriculum and strategies. The teachers work in collaboration to learn from one another and make their instruction interesting and more

meaningful. Teachers have access to the data during the common planning time, meetings, and online programs such as ARIS, HSST, ATS and NYStart.

The inquiry team works to research issues related to students with the lowest performance. The data is analyzed by the team of pedagogues as they focus on strategies to support and raise the achievement of those and other students with similar profiles. The teachers, via interim assessments, establish benchmarks, short and long term goals and lessons which address different learning styles for the student's growth. Parents and students are active participants of this process through students self assessment and communication with parents.

The administration is rigorous and effective in identifying professional development needs and improving instruction. The Assistant Principal for ELL programs supervises instruction, supports teacher development, reviews student programs, and works closely with other department supervisors to ensure congruency in all ELL classes and programs. The planning team creates programs and establishes measurable goals for students and staff through the compilation of data reports of various assessments.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that supports the findings at John Adams HS is the students programs with the correct placement and support, teachers' lessons, Newcomers program, and student progress reports with goals according to analysis of data and observation reports.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The findings are not applicable. At the present time, teachers are using data to develop instruction and the school has designed a program supporting the ELL students with Title 1, Title III, and grants.

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## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student

performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2009-2010 school year, to assess whether this finding is relevant to your school's educational program.

All General Education Teachers received comprehensive training in their individual SLC common planning times on how to interpret and implement a student's IEP. Along with the IEP we presented a sheet explaining what the child's modifications were. We also presented workshops for all General Education, ISS and ICT Teachers. Workshops were conducted on the different methods approaching team teaching instruction. All general education teachers were invited to their students' IEP meetings in which the different range and types of instructional approaches were discussed. In addition, the ISS department:

- Met with general education teachers to describe the IEP process and rights of general education staff members.
- Met with cabinet members and programming staff to identify course offerings, curriculum, textbooks, and mandated support technology.
- Met with general education teachers to describe the role of special education teachers and paraprofessionals with students that have an IEP.
- Meet with cabinet to select cooperating general education teachers to participate in collaborative models.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

N/A

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Letters were sent out to all General Education teachers regarding students with disabilities along with a 408 summary. This explained that each general education teacher has the ability to access and confer on any of their student's IEPs in room 104A, from the hours of 6am to 4pm. In addition general education teachers can utilize the IEP server in which IEPs are uploaded when completed. The general education teacher is to sign a confidentiality agreement which states that they will only access the student's information that

they have in their curriculum-based classroom, as per compliance mandates. Modifications of their students individualized testing needs were also addressed in that letter.

- Periodic surveys and reports are used jointly with general education teachers to develop and assess effective instructional strategies that address individual students' academic needs and provide the necessary differentiated instructional techniques.
- Case conferencing is conducted jointly with general education staff members to assess students' individual performance and progress.
- Surveys are conducted with general education teachers to elicit their involvement and collaboration in LRE activities and settings.
- Formal and informal observations are conducted to ensure that each student's IEP goals are incorporated as part of the instructional plan.
- The information is utilized to promote student upward mobility to a more challenging LRE.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

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#### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 school year, the IEP teacher met with each teacher responsible for writing the goals and objectives for each student's IEP. The purpose was to ensure that these goals were aligned with the grade level tests (Regents/RCTs) that each student is required to take. In addition, we use the following actionable plans:

- The IEP process is monitored jointly with the ISS Coordinator and Compliance Coordinator to ensure that each student's annual review is accurately completed within the mandated timeline.
- The Compliance Coordinator administered workshops on successful IEP goal development and implementation.
- Students in need of Behavior Intervention Services are monitored and conference with the student, guardian, and the appropriate school personnel to design and implement effective behavioral management strategies.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

N/A

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- The goals and objectives written are designed to have students meet the state standards.
- Students who have testing modifications on their IEPs are also given accommodations in the classroom. For example, if a student has time extension on his/her IEP, he/she will be allowed time extension for classroom exams. The student will be sent to a designated room where he/she will be given additional time on a test.
- Behavioral Intervention Plans (BIPs), for those students whose behavior issues warrant intervention, because they severely interfere with academic performance, are written by a school psychologist.
- Students with behavioral or attendance issues are placed on a daily Progress Report and feedback is provided by each subject teacher. The dean monitors the behavior and maintains outreach with the students, parent and subject teachers.
- Behavior Management Plans are designed on the students' IEP and monitored and implemented by the Dean, Related Service Providers and Curriculum-Based Teachers.
- Students who have been identified as 12:1:1 service category, receive mandated counseling to monitor and adapt behavior.

- IEP paraprofessionals are assigned to students in accordance with compliance mandates.
- Students are moved to LRE to challenge and promote improvement in academic development and performance.
- The graduation statistics reflect an increase in the number of students that graduate within their cohort, with Regents or Local diploma.
- Alternate vocational programs are available to struggling students such as VESID and CO-OP Tech prior to graduation as facilitated by our Transitional Coordinator.
- The students' IEP goals are modified as needed throughout the academic year to ensure that each student receives academic and social-emotional support that addresses their needs and ensures academic performance.
- Annual Review conferences are conducted jointly with student, parent, general education teachers and related services providers to assess goals, select objectives and outline promotion criteria for individual students.
- State exams are administered to all students with an IEP in accordance to services provided, promotional criteria, and graduation requirements.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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.)

102 students

2. Please describe the services you are planning to provide to the STH population.

John Adams High School is planning on offering the following services to our STH population:

- Academic programs and educational support services – such as extended day, tutoring, and Saturday School
  - Outreach efforts to identify the STH population and help them
  - Counseling services
  - Parental involvement and workshops
  - Data collection to assess the needs/progress of STH
-