



JAMAICA HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: JAMAICA HIGH SCHOOL
ADDRESS: 167-01 GOTHIC DRIVE, JAMAICA, NY, 11432
TELEPHONE: 718- 739 5942
FAX: 718 739 4826

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 28q470 **SCHOOL NAME:** Jamaica High School

SCHOOL ADDRESS: 167-01 GOTHIC DRIVE, JAMAICA, NY, 11432

SCHOOL TELEPHONE: 718-739 5942 **FAX:** 718-739 4826

SCHOOL CONTACT PERSON: Walter G. Acham **EMAIL ADDRESS** WAcham@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM
CHAIRPERSON: Denise Gilmore Irving

PRINCIPAL: Walter G. Acham

UFT CHAPTER LEADER: James Eterno

PARENTS' ASSOCIATION
PRESIDENT: Charm Rhoomes

STUDENT REPRESENTATIVE:
(Required for high schools) Danessa Thompson

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 28 **SSO NAME:** ICI LSO

SSO NETWORK LEADER: Gerard Beirne

SUPERINTENDENT: Juan Mendez

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/RulesPolicies/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 and Constituent Group Represented	Signature
Walter G. Acham	Principal	
Denyse Irving	Admin/CSA	
Charm Rhoomes	PA/PTA President or Designated Co-President	
Danessa Thompson	Student Representative	
	Parent	
	Parent	
James Eterno	UFT Member	
Debbie Saal	UFT Member	
	Student Representative	
Charm Rhoomes	Title I Parent Representative	

*** 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.

September of 2010 will begin Jamaica High School's one hundred and nineteenth year of service to the educational community of New York City. The most distinctive aspect of Jamaica High School is its strong sense of community and school pride. The school's mission states that each student will be empowered to realize their full potential and achieve through high standards and a commitment to excellence. All stakeholders in the school community share this vision and are committed to improve on our students' academic and social growth by the delivery of quality instruction through a challenging curriculum.

A distinctive aspect of Jamaica High School is its strong sense of school pride and community. The school is deep in heritage and tradition with many notable alumnae. The school lauds a very diverse ethnic and cultural population. Jamaica serves 1,474 students with an increasing ELL, ESL and Special Education population. There is an excellent social tone and conducive learning environment. The school is located on an expansive campus atop the highest natural point in the borough of Queens. In the Spring of 2009 Jamaica was designated as a New York City Historical Landmark.

Jamaica High School has shown clear evidence of excellent collaboration with parents and the school community. The schools' Parent Association has been an integral part of moving the mission of the school forward. The 2009-2010 year saw our local politicians, community boards and the NAACP join the faculty parents and staff in the efforts to save Jamaica High School from proposed closure.

As of the fall of 2011, Jamaica shares its campus with three new schools: Queens Collegiate, High School for Community Leadership, and Hillside Arts and Letters.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	JAMAICA HIGH SCHOOL				
District:	28	DBN #:	28Q470	School BEDS Code #:	28Q470

DEMOGRAPHICS									
Grades Served in 2008-09:	<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 checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Pre-K			0					TBD	
Kindergarten			0						
Grade 1			0	Student Stability: - % of Enrollment					
Grade 2			0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3			0					93.10	
Grade 4			0						
Grade 5			0	Poverty Rate: - % of Enrollment:					
Grade 6			0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7			0						
Grade 8			0						

Grade 9			87	Students in Temporary Housing - Total Number:			
Grade 10			0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11			0				0
Grade 12			0				
Ungraded			0	Recent Immigrants: - Total Number			
Total			87	(As of October 31)	2006-07	2007-08	2008-09
							2
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes			0		654	770	788
# in Collaborative Team Teaching (CTT) Classes			6	Principal Suspensions	654	706	709
Number all others			10	Superintendent Suspensions	35	64	19
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			0
# in Trans. Bilingual Classes			0	Early College HS Participants			0
# in Dual Lang. Programs			0				
# receiving ESL services only			2	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs			0	(As of October 31)	2006	2007-	2008-

				-07	08	09	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers		7	
				Number of Administrators and Other Professionals		3	
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals		0	
			1				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school			100.0
American Indian or Alaska Native			1.1	Percent more than two years teaching in this school			0.0
Black or African American			44.8	Percent more than five years teaching anywhere			0.0
Hispanic or Latino			16.1				
Asian or Native Hawaiian/Other Pacific Isl.			34.5	Percent Masters Degree or higher			86.0
White			3.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			86.2
Multi-racial							
Male			59.8				
Female			40.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):						
<input type="checkbox"/>	In Good Standing (IGS)					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)					
<input type="checkbox"/>	NCLB Restructuring - Year ____					
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____					
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
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	0	0	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊞	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not 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?

After analyzing our data, we can identify the following trends:

- There has been an increase in the number of students identified at risk sub groups, specifically English language learners, instructional support, and students with interrupted formal education). These students require enriched instruction and academic support in addition to individual guidance intervention to assist in keeping them academically on track.
- Year-to-date data identifies a significant portion of the population that are performing below grade level in ELA and math. The 2009-2010 Progress Report also shows that Jamaica's promotion numbers are below city standard.
- The school has suffered with a steady decline in student enrollment which has directly affected the school's budget and reduced the number of faculty staff and administration.
- ATS analysis has shown that a number of students become Long Term Absent (LTA) or drop out before reaching senior status. Budgeting constraints have limited opportunities for off track course offerings, course remediation and credit retrieval. After school and elective courses have been substantially reduced. Professional development programs for staff, internships for

students, and additional support services including mentoring and case management for students deemed most at risk have also been compromised due to decreased funding.

- With limited resources available, school improvement committees focused on short and long term planning. Safety and security issues were addressed by the Safety Committee with support from the district's Office of School and Youth Development. The School Leadership Team comprised of the principal, equal numbers of parents and staff, community based organizations, and student representatives engaged in initial planning about school redesign into small learning communities.
- A school wide team of teachers, administrators, guidance counselors, the union chapter chair, parents, and students will continue to be instrumental in identifying the instructional, structural, staffing, and other changes necessary to expand and refine instruction and curricular development. As part of the effort to improve academic outcomes for all students, Jamaica high school continues its work with curriculum planning, common planning and the Inquiry Team.
- The partnership with our Community Based Organization will continue. Queens Community House has successfully negotiated a grant to support one hundred freshman students who are at risk due to attendance.
- Jamaica High school in partnership with Queensboro Community College and the Oasis Group have embarked on a three year grant which introduces fifty students to courses on the college campus four afternoon per week affording the students college credit.
- Based on its performance, Jamaica is Restructuring (advanced) Comprehensive. This status is determined by the New York State Department under the NCLB Act.

- **Graduation Rate**

Accountability measures for the 2009 – 2010 school year show gains for the following groups:

2008 – 2009

2009 – 2010

All Students	46%	52%
Black*	45%	54%
Asian*	54%	59%
Students with Disabilities*	15%	29%
LEP	36%	40%
Economically Disadvantaged*	36%	55%

* Met AYP for the 2009 – 2010 Report Card

Though these gains are substantial for identified subgroups, particularly Students with disabilities and the Economically Disadvantaged, the graduation rate for all students, at 52%, fell below the 53% projected SED target. In addition, the Hispanic subgroup showed a decline in the graduation rate from 38% to 36%.

The Report Card also shows growth in the following areas:

<u>Credit Accumulation</u>	<u>2008 -2009</u>	<u>2009 – 2010</u>
ELL's	36.2	76.1
SE	11.9	54.5
Lowest Third	23.3	57.2
75% + on ELA	6.1	15.3
% Earning 10+ yr 1	44.4	63
% LowThird Earning 10+	24.6	43
% Earning 10+ yr 2	49.2	61
% LowThird Earning 10+	28.3	42
% Earning 10+ yr 3	51.5	62
% LowThird Earning 10+	31.4	41
<u>Weighted Regents Pass Rate</u>		
English	35.5	54.3
U.S. History	6.8	90.9

Grad rate remains a critical needs area; staff have identified students determined to be at risk, especially those in the ELL Latino population. Funds have been allocated for small group instruction which affords students the opportunity to gain content specific information; the focus will be on students' meeting State benchmarks in the gateway areas of English and Mathematics.

Additional monies have also been used for increased attendance outreach and guidance intervention.

Additional foci of academic intervention are areas where scores declined:

<u>Weighted Regents Pass Rate</u>	<u>2008 -09</u>	<u>2009-10</u>
Math	69.1	68.2
Science	55.4	53.3
Global	82.5	75.6

Trends

Declining enrollment has impacted the school in multiple areas. In the 2006-07 school year, the 10/31 register was 2257; the 2009 – 10 10/31 register was 1478. In effect, this register loss reduces programming options. The majority of classes are singletons and doubletons; often, scheduling conflicts mean that students cannot take classes to make up failures, nor is it always possible to enroll students in Extended Day classes. Further, the advent of two new schools in the physical plant, totaling three schools sharing the buildings' footprint, have limited versatility in several academic arenas.

- 1. There is reduced time in which make up labs can be offered, rendering more students ineligible to submit to the NYS Regents Examination.**
- 2. Jamaica students are limited to three possible lunch periods, which drives programming flexibility.**

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 2008-09 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.

After conducting our needs assessment, the School Leadership Team has identified the following priority areas for improvement:

Goal Number One:

By June 2011, the percentage of students' accumulating credits will increase by 5% to ensure students' advancement to the next grade level (from grade 11th to 12th).

Goal Number Two:

By June 2011, the graduation rate will increase by 6 to meet the NYS projection of 58%.

Goal Number Three:

By June 2011, the number of students who successfully score a 65 and above on the Mathematics Regents Examinations will increase by 3%.

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.

Credit Accumulation- Cohort 2011

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the percentage of students’ accumulating credits will increase by 5% to ensure students’ advancement to the next grade level (from grade 11th to 12th).</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>Identify students who have accrued less than 30 credits to date. •GCs will schedule and provide targeted case conferencing with parents and students to keep them abreast of academic progress at least two times for the school year. •Provide students with supplemental materials such as review books, computer-based tutorials, peer and teacher-based tutorials to augment and support classroom instruction. •Provide second chance credit retrieval options for students who have completed the required seat time with the use of ICUs for the Fall and Spring Semesters. •Provide Extended Day (PM and Saturday School) and Summer School opportunities for students to earn additional credits while developing the requisite skills needed to master specific content area(s). This is subjected to funding availability. •Provide academic intervention and guidance outreach to support students. •GCs and support staff will monitor students’ attendance and provide support services to enhance academic outcomes monthly and more frequently for chronic absenteeism. Principal and AP will observe classroom lessons and provide feedback on the delivery of instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>TL Children First Funding; TL Fair Student Funding; Contract for Excellence for Extended Day Credit Accumulation classes, Academy Classes in the afternoon.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Six assessments through marking period report cards, class tests and quizzes</p> <p>Extended day tutorials and academic intervention services – Academy Classes afterschool and/or Saturday School. This is contingent upon funding availability.</p>
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Graduation Rate – Cohort 2011

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the graduation rate will increase by 6 to meet the NYS projection of 58%.</p>
<p>Action Plan <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>Identify students who have accrued more than 25 but less than 30 credits in the 2011 cohort. •Determine the distribution of credits by subject areas and the scores required on the Regents Examinations to receive graduation diploma. •Conduct case conferencing with student and/or parents to develop goals and implement strategies that will enable students to achieve the goals toward graduation. •Provide students with extensive guidance and interpersonal support services through individual and group counseling sessions. •Provide second chance credit retrieval options for students who have completed the required seat time with the use of ICUs. •Provide Extended Day (PM and Saturday School) and Summer School opportunities for students to earn additional credits while developing the requisite skills needed to master specific content area(s) for the Fall and Spring Semesters. This is contingent upon budget availability. •GCs will review report cards and transcripts with students at the end of each marking period and semester</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL Children First Funding; TL Fair Student Funding; Contract for Excellence for Extended Day classes</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<p>Students' progress reports issued to students and parents in addition to report cards and transcripts to inform them of students' performance and progress.</p>

<p><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Extended day tutorials and academic intervention services – PM School and/or Saturday School.</p>
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Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the number of students who successfully score a 65 and above on the Mathematics Regents Examinations will increase by 3%.</p>
<p>Action Plan <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"> •Review and update the mathematics instructional plan. •Implementation of differentiated instruction and tiered assessments to meet the individualized learning styles of all students. •Teachers will develop common rubrics to look at and assess students' work. •Teachers will follow the pacing calendars and align curriculum, instruction and assessment. •Conduct after school and Saturday Academies for tutorial and test taking skills. •Incorporate mathematics manipulative in instruction. •Increase mathematics literacy that focuses on reading, writing and listening through learning logs and journal writing. •Incorporate the use of technology including graphing calculators and scientific calculators in all mathematics classes. •Intervisitation of Mathematics teachers. <p>Target Population : Grades 9-12 including ELLs and students with IEPs Implementation Timeline: September 2010 to June 2011 – Daily Responsible Staff: Principal, Assistant Principal, Mathematics Teachers, Guidance Counselors, Paraprofessionals, Parent Coordinator.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Children First Funding; TL Fair Student Funding; Contract for Excellence for Extended Day Mathematics classes, tutorials and Regents Review Preparation for Algebra, Geometry, Algebra II and Trigonometry.</p>

Indicators of Interim Progress and/or Accomplishment

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

Utilization of periodic Predictive Assessment Examinations as available for Algebra to gauge students' preparedness and progress. Review of school plans showing targeted delivery of instruction. Review of lesson plans showing alignment to the standards and teaching to the objectives. Reduce percent of students in Levels 1 and 2 by 3%. End of marking period grade analysis and reflection summary with individual teachers. Assessment by the Mathematics teacher to determine if students are performing at a level that would lead to success in passing class and state examination. Formal and Informal observations. Completion of students' portfolios, journals and projects. 4% increase in passing rate for Mathematics Regents.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	32	38	33	30	83	3	3	n/a
10	38	34	33	48	53	2	1	n/a
11	32	34	38	39	45	4	57	n/a
12	37	35	35	34	65	2	63	n/a

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

- o 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.*
- o 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.*

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ESL Academy	Academy classes after school which afford students the opportunity to gain content specific information to meet the State benchmarks in our ESL population.
ELA Academy	Academy classes after school which afford students the opportunity to gain content specific information to meet the State benchmarks for ELA. The sessions provide the opportunity for students to reinforce and apply the strategies learned in class in a smaller setting.
Mathematics Academy	Academy classes after school which afford students the opportunity to gain content specific information to meet the State benchmarks for Algebra, Geometry and Math A. The small group sessions enable students to get help in the acquisition of basic computational and processing skills which learning the skills needed to master the specific math content areas.
Science Academy:	Academy classes after school which afford students the opportunity to gain content specific information to meet the State benchmarks for Science.
Social Studies Academy:	Academy classes after school which afford students the opportunity to gain content specific information to meet the State benchmarks for Social Studies. Students get the opportunity to reinforce the strategies and techniques in solving multiple choice problems, essay writing and develop skills in answering documentary-based problems.
At-risk Services Provided by the School Psychologist:	Delivery of service is during the school day. Students are counseled on a one to one basis utilizing a systemic approach
At-risk Services Provided by the Social Worker	Delivery of service is during the school day. Students are counseled on a one to one basis utilizing a systemic approach.
At-risk Services Provided by the Guidance Counselor:	Delivery of service is during the school day and after school. Continuous individual and group sessions with parents and students will facilitate goal setting and implement strategies for academic growth and success. Other support mechanisms are employed based on individual need. Students will be carefully monitored to ensure that they progress.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

The E.S.L. Program at Jamaica High School has been designed to meet the needs of our English Language Learners through a rigorous instructional plan that prepares them to become acclimated to the new educational setting as it guides them to become part of the mainstream population.

There are 227 English Language Learners in grades 9-12 at our school. Some of the native languages spoken are Spanish, Urdu, Bengali, Hindi, French, Haitian Creole, Mandarin, Arabic, Dutch, Fulani, Hindi, Pilipino and Portuguese.

Given the diverse nature of their origins and their respective levels of competency, these students are tested and placed in the appropriate E.S.L. classes to accommodate their needs. There is one Low Beginners E.S.L. class which meets for three periods each day, Two high beginners classes which meet for three periods a day, two levels of intermediate classes (two lower level intermediate and two higher level intermediate) which meet for two periods a day, three Advanced level classes which meet for one period a day and are supplemented by an English class for ELL students. In addition, the low beginners have a Title III fourth ESL class (LBE), taught by a licensed ESL teacher, each day before school which supplements the mandated three periods during the day.

There are four E.S.L. teachers, one E.L.L. coordinator, and one E.L.L. counselor who work as a team, together with the E.S.L. Assistant Principal to ensure that each E.S.L. student is properly served.

Supplemental Support Using ESL Strategies afterschool

After school tutoring sessions are offered for ELLs in ESL, Math, Science, and Social Studies to help students improve their English language skills and content area knowledge. ELLs are also given RCT/Regents preparation.

After school tutoring ESL sessions are offered one hour per day, four days per week. Two licensed ESL teachers provide supplemental ESL support. Each ESL teacher each provide a total of 40 hours of after school tutoring. ELL students are programmed for the tutoring sessions so as to be encouraged to attend. The criteria used to determine eligibility for tutoring are: teacher and guidance counselor recommendations, failing grades in ESL and content areas, English Regents failures, and lagging academic success determined by available data. Students are programmed according to linguistic levels and tutored accordingly by ESL licensed teachers. One teacher's tutoring group consists of lower level ELL students (beginner and low intermediate levels) and the second ESL teacher's tutoring group consists of higher level ELL students (high intermediate, advanced and students in Regents preparation courses). Materials used are teacher prepared materials, students' homework assignments, tests taken, cross-content reference materials, text books and class notes.

After school math tutoring sessions are offered one hour per day, twice a week by a licensed math teacher, totaling 40 hours. After school social studies tutoring sessions are offered one hour per day, twice a week by a licensed social studies teacher, totaling 40 hours. After school science tutoring sessions are offered one hour per day, twice a week by a licensed science teacher, totaling 40 hours.

As stated in our Comprehensive Educational Plan, it is our goal at Jamaica High School:

- To reach to the individual needs of our ELLs to prepare them to pass the English Regents Exam.
- To align E.S.L. instruction to the Standards.
- To inform the parents about the educational system that their children have entered and about the parental responsibilities in the educational process.
- To expose our ELLs to computer technology in order to enrich, expose and reinforce knowledge.

In the 2010-2011 school year, we will have a Supplemental Beginners program (LBE) which will be held in the morning prior to the beginning of the regular school day. This program will help those ELL students who have not been able to succeed in the Beginners class, as well as beginners who need extra support, to pass the Beginners level of ESL which they will be taking during the same semester as the LBE class. These students have three mandated ESL classes plus the supplemental LBE classes.

In addition, Jamaica High School will offer a Saturday program which prepares students for college through field trips to schools, counseling students on choosing a school, helping them prepare for college entrance exams, discussions of financial aid, preparing for college interviews, assessing their choices for future careers and the colleges they would choose to attend in that process, and writing their personal essays. In doing so, their language skills are also strengthened.

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Once a month professional development sessions are held among the E.S.L. instructional team members. The Assistant Principal of E.S.L. and her staff share information about each student’s progress or lack of it, and discuss possible plans to meet all of the students’ needs and share methodology practices. Teaching strategies are shared among the E.S. L. teachers in order to avail them of the latest changes and demands placed on methodology in support of the Standards. Articulation with English teachers is also done.

Professional development sessions are held monthly with all E.L.L. teachers to share information that deals with how to address individual needs of specific students currently in the WINGS and LBE Programs. There will be four two-hour sessions where the supervisor will facilitate the workshops to all Title III staff.

Teachers will participate in all of the following professional development opportunities:

1. Effective Classroom Practices
2. Differentiated Instruction based on data analysis

3. Articulation with Classroom Teacher
4. Scaffolding Academic Language and Regents Skills

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation for ELLs

There will be six two-hour evening sessions for parents. The workshops will be conducted by the ESL Supervisor and two ESL teachers who can translate both in writing and orally to the bilingual Spanish parents and in French for our large ELL group. These workshops are: 1) Introduction to Title III, 2) Supplemental ELL Programs, 3) Graduation Criteria, 4) How You Can Help Your Child, 5) The NYSELAT and Other State Tests, and 6) Honoring Our ELL Students.

Form TIII – A (1)(b)

**Title III LEP Program (2010-2011)
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$34828.60	Supplemental Support Using ESL Strategies : 5 teachers, (2 ESL, 1 sci, 1 math, 1 soc studies) \$9,946 200 hours, 40 hours each 2 hours per week 1 supervisor 40 hours \$ 2053.60 LBE PROGRAM: 1 ESL teacher, 126 hours \$6,266 SATURDAY PROGRAM 1 teacher, 24 Saturdays, 3 hours each \$3,581 1 guidance counselor, 24 Saturdays, 3 hours each \$3,850 1 supervisor, 24 Saturdays, 3 hours each \$3,697 PARENT WORKSHOPS 2 teachers, 6 sessions, 2 hours each \$1,194 1 supervisor, 6 sessions, 2 hours each \$617 PROFESSIONAL DEVELOPMENT 7 Teachers, 4 sessions, 2 hours each \$2,785

		1 Guidance couns., 4 sessions, 2 hours each 1 supervisor, 4 sessions, 2 hours each	\$428 \$411
		TOTAL	\$34828.60
Purchased services such as curriculum and staff development contracts			
Supplies and materials	\$4,863	Instructional Materials to support WINGS and LBE pgm Instructional Materials to support College Bound pgm Supplies for all Title III Programs Supplies/Materials/for Parent Workshops	\$1,200 \$1,038 \$1,836 \$789
Travel	\$1,200	Transportation, College Bound, Saturday Program, Metro Cards	\$1,200
Other	\$708.40	Gen. Supplies	
TOTAL	\$41,600		

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

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.

Our assessment of written translation needs is based on an analysis of the Home Language Aggregation. This report indicates that besides English, Spanish and Haitian Creole are the only significant languages.

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.

An analysis of the school's written translation and oral interpretation needs revealed that the majority of the students enrolled who are in need of language assistance are of Haitian Creole and Spanish speaking decent. In order to meet the needs of the students and parents, letters and notices are translated in both languages and school personnel often serve as translators for parents when they make school visits. These findings were reported to the school community through teams meeting with the staff, faculty meetings as well as PTA meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - **Communicate information about the school's academic program and students' participation at the beginning of the school year and/or at students' enrollment**
 - **Provide information, each marking period, about a child's academic performance and approaches to increasing achievement**

Translation is provided by in-house by school staff and through the Translation and Interpretation Unit.

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.
- Oral interpretation services are on-going and are provided by in-house Haitian and Spanish speaking school staff. School will provide translations to native speakers of Haitian Creole and Spanish at Parent-Teacher Conferences, PTA Meetings, ESL Parent Orientation Meetings and Parent Forums.**
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>.
- **School will post signs, in the students' home languages, indicating the availability of translation services. Parents will be provided with the web addresses of the English and translated versions of the "Bill of Parental Rights and Responsibilities."**
 - **Communicate information about the school's academic program and students' participation**
 - A. Parent handbook
 - B. Newsletter
 - **Provide information about a child's academic performance and approaches to increasing achievement**
 - A. Progress letters
 - B. Guidance letters
 - **Enhance parents' understanding of academic standards, assessments and tests**
 - A. Translate
 - B. Agenda
 - **Increase parent participation in school activities**
 - A. PTA Meeting
 - B. Parent-Teacher Conferences
 - C. ESL Parent Orientation Meetings
 - D. Parents' Forums

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 2010-11:		662,126	662,126
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		6621.26	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		N/A	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		N/A	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
 96.00

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. Ongoing Professional Development

All of our teachers were certified in their primary academic subject area. One teacher was teaching one English courses to meet student needs, and her certification is pending.

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.

- Jamaica High School, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. Jamaica High School’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, and as trained volunteers. The policy encompasses all parents including parents of English Language Learners and special needs students.
- The school will incorporate this parental involvement policy into its school improvement plan.
- 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.
- 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

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.

The School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs us K12 alerts messaging system.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the school offers on teaching and learning strategies.

To work with his/her child/children on school work; and encourage them to read for 30+ minutes per day.

To monitor his/her child's/children's:

1. *Attendance at school*
2. *Homework*
3. *Television watching*
4. *Internet usage, if available*
5. *Texting and cell phone usage*

To share the responsibility for improved student achievement.

To deal with communication issues between teachers and parents through:

1. *Parent-teacher conferences at least semi-annually*
2. *Frequent reports to parents on their children's progress*
3. *Reasonable access to staff*
4. *Observation of classroom activities*
5. **Use of social media websites including, K-12 Alerts to communicate on regular basis with parents**

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.

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.

Jamaica High School makes extensive use of the ARIS Data System for identifying student needs for academic instruction

Student Report Card Data will be reviewed in one-on-one sessions with guidance counselors to determine students who may need Academic Intervention Classes.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Jamaica High School utilizes Academic Intervention Service programs to provide additional support for students that are not succeeding on Standardized State Tests or in their classes.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Jamaica High School utilizes Academic Intervention Services through an extended day program for students that need support academically.
- Help provide an enriched and accelerated curriculum.
 - Jamaica High School offers students Advanced Placement courses in their Junior and Senior years.
- Meet the educational needs of historically underserved populations.
 - Jamaica High School uses data to assess our students' academic performance.
- 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.
 - Jamaica High School provides advisory and counseling sessions to provide for the needs of low academic achieving children.
 - Onsite CBO allows for outreach to this population and daily counseling sessions after-school
- Are consistent with and are designed to implement State and local improvement, if any.
 - Instruction by highly qualified staff.
 - Our staff is 96% HQ.
 - 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. Ongoing onsite and offsite professional development.
 - Strategies to attract high-quality highly qualified teachers to high-need schools. Jamaica employs a rigorous hiring process to ensure that we attract the most highly qualified teachers to our school.

- Strategies to increase parental involvement through means such as family literacy services. Jamaica fully supports our PTA and SLT. These groups meet once a month to discuss and implement school improvement initiatives
- 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.
- 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. Monthly UFT Executive Board Meetings to discuss and allow for teacher input in the decision-making process
- 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.
Refer to Academic Intervention Services
- 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.
Jamaica encourages student involvement through our Community Based Organizations to provide counseling on areas of job training, attendance, violence prevention and housing programs.
Jamaica participates in all compliance reviews by the New York City Department of Education related to Federal, State and local services and programs. This includes intensive reviews under NCLB.

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 _____

SURR¹ Phase/Group (If applicable): _____

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.

Graduation Rate was identified as a critical needs area. Staff has identified students determined as “at-risk” especially in the ELL subgroup. Funds have been to provide small group sessions which afford students the opportunity to gain content specific information to meet the State benchmarks for critical subject areas of Mathematics and ELA.

Though these gains are substantial for identified subgroups, particularly students with disabilities and the economically disadvantaged, the graduation rate for all students, at 52%, fell below the 53% projected SED target. In addition, the Hispanic subgroup showed a decline in the graduation rate from 38% to 36%.

Graduation rate remains a critical needs area; staff have identified students determined to be at risk, especially those in the ELL Latino population. Funds have been allocated for small group instruction which affords students the opportunity to gain content specific information; the focus will be on students’ meeting State benchmarks in the gateway areas of English and Mathematics. Additional monies have also been used for increased attendance outreach and guidance intervention.

School Under Registration Review (SURR)

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.

Funds will be used to support the implementation of a 2010-2011 extended day program to serve as academic intervention for the at-risk 11th and 12th graders in ELA and Math at Jamaica High School.

Funds will be used to support the development of a strong instructional foundation through an extended day/Saturday academy. This initiative will serve as an academic intervention for at risk 9th graders in the areas of ELA and Math.

Funds will be used to support the implementation of a 2010-2011 Saturday ESL Program. This program will target LEP/ELL learners who are at risk in ELA and Math.

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.

n/a- Federal wavier

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. Our school has 96% Highly Qualified Staff. Funds will be used to provide on-going professional development in areas of differentiated instruction and technology.

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.

Monthly PTA meetings, monthly SLT meeting, Parent Newsletter, and our school website are all ways in which parents will be notified.

APPENDIX 7: 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>

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.)

STH breakdown as follows:

- 14 students in Shelter
- 6 in temporary housing
- 2 in hotels
- 2 in double up

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

The students who are identified will receive academic intervention services (both instructional and guidance) to enable them to successfully meet and exceed the academic benchmarks. They will also be provided with supplemental instructional resources to ensure that students have the necessary tools to be successful. Students will also be provided counseling services as needed. Students will also be supported

by CBO Queens Community House (QCH). QCH will provide academic support, attendance outreach, and academic advisory to these students.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

MARCH 2011

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Jamaica High School					
District:	28	DBN:	28Q470	School		342800011470

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		81.4	81.2	79.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	463	576	298				
Grade 10	507	437	406				
Grade 11	329	263	240				
Grade 12	204	197	250				
Ungraded	2	1	2				
Total	1505	1474	1196				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	90.9	83.9	89.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	24.4	44.2	59.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	12	58	33

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	56	89	84

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	82	74	66	Principal Suspensions	836	709	584
# in Collaborative Team Teaching (CTT) Classes	18	32	36	Superintendent Suspensions	40	79	93
Number all others	63	64	52				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	207	309
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	96	98	TBD	Number of Teachers	118	91	89
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	36	27	21
# receiving ESL services only	138	163	TBD	Number of Educational Paraprofessionals	1	2	5
# ELLs with IEPs	4	11	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	189	174	406	% fully licensed & permanently assigned to this school	99.2	100.0	98.9
				% more than 2 years teaching in this school	84.6	88.3	92.1
				% more than 5 years teaching anywhere	71.5	87.2	98.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	92.0	97.0	98.9
American Indian or Alaska Native	0.2	0.6	0.2		94.7	100.0	96.5
Black or African American	57.7	52.6	48.8				
Hispanic or Latino	18.1	19.1	20.7				
Asian or Native Hawaiian/Other Pacific	22.8	24.2	28.8				
White	0.5	1.5	0.8				
Male	50.8	53.7	56.5				
Female	49.2	46.3	43.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						v

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	X

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	X	53
Ethnicity							

American Indian or Alaska Native						
Black or African American				X	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				-	-	-
Multiracial						-
Students with Disabilities				X	X	
Limited English Proficient				X	v	
Economically Disadvantaged				X	v	
Student groups making				1	3	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	D	Overall Evaluation:				NR
Overall Score:	45	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.3	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	8.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	29.1					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster OlgaDeFellippis	District 28	School Number 470	School Name Jamaica High School
Principal Walter Acham		Assistant Principal Denyse Gilmore Irving	
Coach N/A		Coach N/A	
Teacher/Subject Area A. Kokkinos E.S.L. Coordinator		Guidance Counselor C.Aguilar-Maldonado	
Teacher/Subject Area V.Pilotti E.S.L		Parent type here	
Teacher/Subject Area N.Psomopoulos E.S.L		Parent Coordinator R. Andre	
Related Service Provider type here		Other type here	
Network Leader Gerald Beirne		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	4
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1125	Total Number of ELLs	269	ELLs as Share of Total Student Population (%)	23.91%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part II: ELL Identification Process

1. English Language Learners (ELLs) are registered at Jamaica High School after their initial visit to the Queens Enrollment Centers at Linden Place and 82-01 Rockaway Boulevard where they are designated possible ELL eligible to take Language Assessment Battery-Revised (LAB-R). When they arrive at Jamaica High School, their parents or guardians are given the Home Language Survey and Parent Program Selection Forms. Every new ELL and parent/guardian are interviewed by the ESL Coordinator. The following are some of the questions asked:

Does your child understand English?

When did he/she arrive to the United States?

How many years did your child attend school in their native country?

Has your child ever attended school in New York State before?

After the interview and reviewing the Home Language Identification Survey responses, the ESL Coordinator determines whether or not to administer the LAB-R (Language Assessment Battery-Revised). The test is given individually or in small groups and the time constraints for each modality are strictly followed (Listening-30 minutes, Reading-35 minutes, Writing-20 minutes, and Writing Sample-20 minutes). Once the LAB-R is scored, ELLs are either programmed for ESL services or excluded from ESL services based on grade level and overall score.

2. Our school offers two programs: transitional bilingual education for Spanish-speaking ELLs and free-standing ESL. The ESL Coordinator provides the parents with the Guide for Parents: Bilingual/ESL Programs in Haitian-Creole, Spanish, French, Bengali, Arabic, Chinese, Russian, Urdu, and other languages that are represented in our school. Parents view the video “A Parent Connection” in individual or group sessions. Parents who have not yet viewed the video are given several opportunities throughout the school year by letter invitation especially at parent-teacher conferences.

3. Parents are encouraged to complete the Parent Survey and Program Selection Form the day the student is tested and enrolled in Jamaica High School. If time does not permit when numerous families are registering at the same time, then the ESL Coordinator mails the entitlement letter directly to parents’ homes and distributes the Parent Survey and Program Selection Form to students to deliver to their parents for return to the ESL Office at Jamaica High School as soon as possible. If a parent does not opt-out of Transitional Bilingual Education, then Spanish-speaking ELLs are placed in Transitional Bilingual Education.

4. Jamaica High School offers a bilingual program for Spanish-speaking ELLs. The parents are given background information in Spanish so that they can make an educated decision for their child. As stated in paragraph number 2, the ESL Coordinator provides the parents with the Guide for Parents: Bilingual/ESL Programs and gives parents the opportunity to view the video “A Parent Connection”. Jamaica High School’s bilingual guidance counselor provides parents with essential information in Spanish about the Transitional Bilingual Education program and ESL program. She explains the differences between each program. For parents of students with other language backgrounds, translators in the school community explain the ESL and Transitional Bilingual Education program options. These parents are provided a current list of high schools with bilingual programs in the borough. However, parents already know from the Queens Enrollment Centers, where they initially registered their child, that Jamaica High School does not offer bilingual programs in languages other than Spanish. Community organizations also provide assistance with translations for the diverse languages in our school.

5. The trend in program choices that parents have requested for the past few years has been 100% of parents/guardians of Spanish-speaking students have opted for the Transitional Bilingual Education (TBE) program. 100% of parents of non-Spanish speaking

students have not requested TBE.

In the 2009-2010 school year, the parents/guardians of all 29 Spanish-speaking newcomers opted into the TBE program. In the 2010-2011 school year, as of the date of filing of this report, the parents/guardians of all 19 Spanish-speaking newcomers opted into the TBE program.

6. The program models offered at our school are aligned with parent requests. We offer TBE Spanish and ESL programs. For the past six years, no parents of non-Spanish speaking backgrounds have requested bilingual programs in their native languages. If such a request should be made in the near or distant future, our school will provide those parents/guardians with the names of schools in the borough of Queens which offer those TBE programs (from the current list of NYC TBE programs compiled by the NYC Department of Education, Chief Achievement Office, Students with Disabilities and ELLs).

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										1	1	1	1	4
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										3	2	2	1	8
Push-In														0
Total	0	0	0	0	0	0	0	0	0	4	3	3	2	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	269	Newcomers (ELLs receiving service 0-3 years)	201	Special Education	13
SIFE	78	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	13

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	69	24	0	13	1	3	4	0	5	86
Dual Language										0
ESL	132	38	0	20	1	1	9	0	3	161
Total	201	62	0	33	2	4	13	0	8	247

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										25	35	24	9	93
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	25	35	24	9	93								

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										25	35	24	9	93
Chinese														0
Russian														0
Bengali										28	29	13	12	82
Urdu											6	3	6	15
Arabic										2	3		1	6
Haitian										5	7	5	4	21
French										1	3		3	7
Korean														0
Punjabi											1	1	3	5
Polish														0
Albanian														0
Other										4	6	10	5	25
TOTAL	0	65	90	56	43	254								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Part IV: ELL Programming

A. Programming and Scheduling Information

1. Instruction for ELLs is delivered as follows:

- a. Jamaica High School offers self-contained ESL classes. For ELLs who are native speakers of Spanish, our school offers Spanish bilingual content classes and Native Language Arts.
- b. Our program model is ungraded, ELLs are placed by language proficiency level, not by grade. The goal of Jamaica High School is to place ELLs in homogenous classes by language ability. ELLs are initially placed in self-contained ESL classes based on their LAB-R scores, oral interview, and writing sample. ESL teachers then assess ELLs in their individual classes and may from time to time recommend program changes to better serve the language level needs of those ELLs.

2. The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model: TBE and ESL are taught by licensed ESL teachers. ESL Teacher A teaches 3 beginner ESL classes, 3 periods per day, for the mandated 540 minimum hours per week. For the mandated 360 minimum hours per week for intermediate ELLs, Teacher B teaches 4 intermediate ESL classes per day, Teacher C teaches 2 intermediate ESL classes per day, and Teacher D teaches 1 intermediate ESL class. For the mandated 180 minutes per week for advanced ELLs, Teacher E teaches 4 advanced ESL classes per day and Teacher D teaches 1 advanced class per day, and Teacher C teaches 3 transitional ESL classes per day. Licensed ELA Teacher F teaches 3 English classes of advanced/transitional ESL students.

3. ELLs are taught content areas in self-contained ESL and TBE Spanish classes for mathematics, science and social studies by licensed mathematics, science, and social studies teachers.

4. Instruction is differentiated for subgroups as follows.

- a. SIFE are surrounded by a print rich environment and are provided with texts and handouts in large print, picture dictionaries, as well as handwriting and alphabet practice as needed by individual students. Questions are scaffolded, rephrased, and repeated for SIFE. Units and themes are revisited for added practice and retention. Literacy skills are emphasized and SIFE are given more time on task.

b. ELLs in US schools less than three years (newcomers)

ELLs who are new to Jamaica High School are paired with a student from the same language background who has been in the US for more than three years. This provides newcomers with a mentor who eases the transition to the new culture, language, and school. Newcomers are provided an orientation to school rules and their schedule by these mentors. All new students are provided with a Jamaica High School orientation handbook for the current year.

Jamaica High School teachers differentiate instruction for newcomers (less than 3 years in US schools) with visuals, listening exercises, spelling, dictation, pair shares, group work, print rich environment, bilingual dictionaries, bilingual glossaries, tutoring, test preparation classes that acquaint ELLs with test format, and NLA support.

Newcomers are programmed with an additional support class before the school day to accelerate their acquisition of academic language.

- c. For the few ELLs receiving services 4 to 6 years, instruction is differentiated by providing these students with practice materials that mirror the NYSESLAT test format and content. These ELLs receive intense content-based instruction, challenging work and resources so that they can accumulate credits for graduation and pass regents exams. For those students who have missed taking the NYSESLAT in whole or in part, a team of ESL teachers, bilingual guidance counselor, and peers (former ELLs) provide counseling to inform the student

about the importance of taking all four parts of the NYSESLAT and exiting the ESL program. For those students who have taken the NYSESLAT and have not gained proficiency status to exit the ESL program, in addition to NYSESLAT test preparation, small group instruction in tutoring is also made available.

d. For the few long-term ELLs who have completed 6 years of schooling in the US, instruction is differentiated by providing these students with practice materials that mirror the NYSESLAT test format and content. For those students who have missed taking the NYSESLAT in whole or in part, a team of ESL teachers, bilingual guidance counselor, and peers (former ELLs) provide counseling to inform the student about the importance of taking all four parts of the NYSESLAT and exiting the ESL program. For those students who have taken the NYSESLAT and have not gained proficiency status to exit the ESL program, in addition to NYSESLAT test preparation, small group instruction in tutoring is also made available. These long-term ELLs receive intense content-based instruction, challenging work and resources so that they can pass their classes and regents exams.

e. For ELLs identified as having special needs, based on their IEPs, ESL teachers know to read aloud test questions, provide handouts in lieu of copying notes from the chalkboard, enlarged font type, extra time on exams, bilingual dictionaries, differentiation based on learning styles and interests. The ESL teachers collaborate with the Instructional Support Services staff to ensure the ELLs' IEP modifications and goals are being met.

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

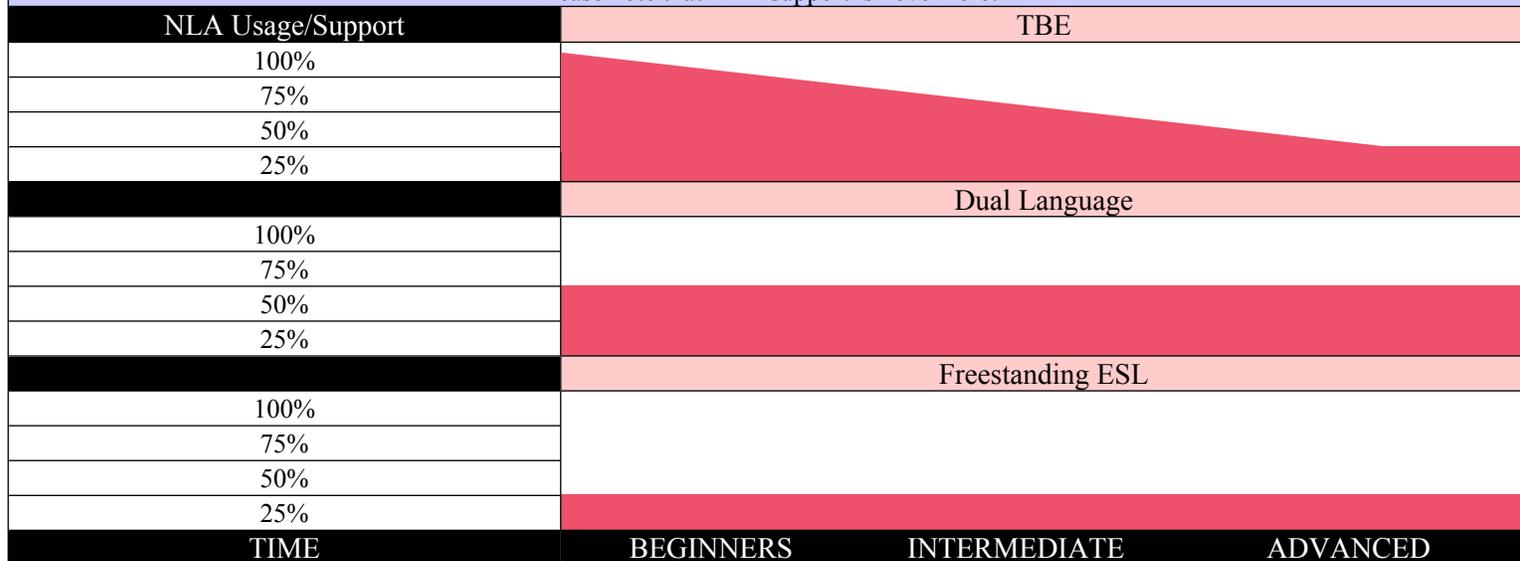
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Targeted intervention programs for ELLs in ELA, math, and other content areas are offered on Saturdays and after school. The Saturday program targets ELLs who are newcomers and are juniors and seniors and eligible for the ELA regents exam (many have transfer credits from high schools in their native countries). The Saturday program also targets ELLs who have taken and failed Regents exams in science, social studies, and mathematics. The after school program targets ELLs who have received services for 4 to 6 years and long-term ELLs who have failed classes in science, social studies, and mathematics. ELLs are given the opportunity to revisit units and skills and are provided differentiated assessments. Additional instruction in Spanish in social studies is offered after school. After school tutoring is offered for ELLs of all backgrounds in mathematics with additional support in Spanish, Haitian-Creole and French. Intermediate level newcomers, long-term ELLs, and SIFE are programmed for an extra period of ESL before the school day. The curriculum of this support class is content-based with academic language enrichment. Some examples of content-based units include scientific method, feudalism, and graphs. Throughout the content-area instruction, there is reinforcement of content vocabulary, test question vocabulary that crosses all content areas, and English language structure, phraseology, and grammar.

6. Continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT by providing counseling during monthly appointments for individual conferences with ESL Coordinator, ESL teachers, bilingual guidance counselor, and/or Assistant Principal English/ESL. Transitional support is also provided by offering these post-ELLs after school and Saturday programs. ESL teachers collaborate with the post-ELLs mainstream ELA teachers about the post-ELLs' backgrounds, skill levels and needs.

7. In addition to after school credit accumulation program and Saturday regents preparation class, Jamaica High School will offer an after school tutoring specifically for homework help.

8. We will be discontinuing the College Bound Saturday program for ELLs after examining the school data and finding many ELLs did not pass content area regents exams. To meet their academic needs, the Saturday program will not offer college application process and will instead focus on regents preparation to prepare for their regents exams across the content areas so that they could graduate and subsequently attend college. The after school tutoring offered to ELLs last year twice a week for ESL/ELA, science, math, and social

studies will be once a week respectively. Last year there was an overlap of tutoring offered to ELLs and our students were torn as to which tutoring to attend. If each subject area is offered once a week, then ELLs can attend each subject's tutoring sessions.

9. ELLs are afforded equal access to all school programs such as credit recovery/Regents preparation tutoring also offered to the mainstream population and special needs students. Through Title III funding, beginner level ELLs are offered a before school supplemental class with a focus on content area instruction. Title III will also fund after school credit accumulation classes and Saturday credit Regents preparation for ELLs based on ARIS and HSST data reflecting failing courses and Regents exams that affect credit accumulation for graduation. ELLs will have equal access to after school tutoring in English, Mathematics, Science and Social Studies offered to the mainstream and special needs populations. ELLs have equal access to all sports, clubs, and library programs. ELLs and their families are invited to orientation meetings.

10. The instructional materials that are used to support ELLs of all levels and in all subject areas at Jamaica High School are textbooks, workbooks, graphic organizers, classroom libraries, handouts, pictures, multi-media resources such as computers, video and audio support. In addition, there are teacher guides which help the teacher better plan the lessons to fit the different ELL modalities. The technology that supports ELLs in self-contained ESL classes and content area classes includes 34 desktop computers in classroom, a rolling portable laptop cart containing 25 notebooks with Microsoft Word and wireless internet access. An overhead transparency projector and lcd projector are also used to support ELLs in the classroom. ELLs are provided with a list of websites for listening, speaking, reading, and writing practice, as well as, Mathematics, Science, and Social Studies bilingual glossaries (when an ELL's native language is available), bilingual dictionaries, bilingual picture dictionaries, maps, globes, and picture vocabulary cards. Dvds and video clips are shown to supplement classroom lessons. ELLs also receive listening practice by listening to cds. Classroom libraries contain multicultural literature available for ELLs in class and at home.

The delivery of instruction to best serve the students' needs is very important. The Assistant Principal of the ESL department is also the Assistant Principal for the English Department and she oversees the program to ensure that the instruction for the ELLs is just as rigorous as for the native English speakers. She ensures that the ELLs are actively engaged in a standards based academic curriculum that promotes critical thinking and inquiry based learning. New texts were ordered for all ESL classes to better parallel the English curriculum with ESL strategies. In addition, all ESL classes have a classroom library. There is an ESL Coordinator who makes sure that the data on the students is collected and analyzed and that the state mandates are being followed. The content area classes have heterogeneous classes (mixed proficiency levels) whereas the NLA and ESL classes are homogeneous proficiency levels. Small group instruction, think/pair/share and differentiated instruction are used to make content comprehensible and enrich language development. In addition, graphic organizers, dictionaries, glossaries, pictures, multi-media and computers are used. Also, we have before and after school tutoring and lunch time tutoring to give individual attention to students who need extra support.

11. In the TBE model, Native Language support is given in the bilingual content area classes with the state mandated Spanish/English percentages of the sixty/forty percent for the beginning level, 50/50 percent for the intermediate and 25/75 for the advanced students. In addition, bilingual glossaries and dictionaries are used as well as bilingual handouts. Also TBE students have a daily Native Language Arts class. NLA teachers and ESL teachers confer about the students and their progress. NLA teachers teach Regents preparation in the students' native language in order for the student to better understand the skills and vocabulary words that are needed to pass these tests. In the Freestanding ESL model, twenty-five percent of their class time is spent in native language support activities. The native language is used to maintain cultural awareness and pride and to help to transition to a new language more strongly and expediently. In addition, native language resources are available in the classroom and in the school's library in order to further accelerate learning. In ESL classes, ESL teachers encourage native language translation of new vocabulary and provide activities for native language groups.

12. Required services support and resources correspond to ELLs' ages (13-21) and grade levels (9-12). All materials and texts, including low literacy texts for SIFE and basic texts for beginners, provided to our ELLs are appropriate for teenagers' interests and motivation.

[Freshmen and sophomores receive additional support before school in a zero period content area class with a focus on academic language.]

13. ELLs enroll in Jamaica High School at the beginning of the school year. Our school did not have a summer enrollment program and, therefore, could not offer a newcomers program before the commencement of the school year. However, throughout the school year newly-enrolled ELLs are given individual orientations by the ESL Coordinator and student ambassadors. In the event ELLs are enrolled in the summer, Jamaica High School invites new students to an orientation before the commencement of the school year.

14. Spanish and French literature electives are offered to ELLs.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NOT APPLICABLE

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

D. Professional Development and Support for School Staff

1. The professional development plan for all ELL personnel at the school includes the topics of academic language strategies, writing across the curriculum, and awareness of cultural differences at monthly faculty and department meetings, staff development days where the teachers attend workshops either in the building or outside of the building. There are also after school and Saturday workshop opportunities that are made available for content area teachers and ESL teachers.

2. Our guidance staff works with feeder middle schools during Spring articulation and throughout the year to provide middle schools with information on our ESL and Bilingual programs and expectations. Our guidance staff and ESL coordinator work with all ELL personnel on the particular needs of ELLs transitioning from middle school to Jamaica High School. For example, professional development would target the differences in programming, bell schedules, school rules, self-contained ESL classes in the high that may differ from the pull-out ESL classes in the middle school. All ESL teachers provide support in each of their classrooms to ELLs transitioning from middle schools.

3. To support ELLs, as per Jose P., eight one-hour sessions will be held for all staff to provide the following ELL training: effective classroom practices for ELLs; cultural differences; differentiated instruction for ELLs; academic language for ELLs in the content areas; scaffolding Regents skills; use of graphic organizers, multimedia and visuals for ELLs; print-rich environment; and support of the native language.

E. Parental Involvement

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

E. Parental Involvement

1. The parent coordinator supports parents of all Jamaica High School students. The parent coordinator connects parents with ethnic and community organizations for additional support. All parents, including parents of ELLs, are invited to participate in PTA meetings. Notifications to parents are translated into various languages and are mailed directly to parents' homes. Translation services are provided at all events. Saturday morning and evening workshops for parents of ELLs are scheduled on the following topics:

1. Basic computer skills and familiarization with ARIS
2. Graduation Criteria
3. How to Help Students with Homework
4. NYSESLAT and other state exams
5. Adult ESL Instruction

In addition, to parent workshops, we hold an International Night, an awards ceremony for excellence in English as a Second Language studies, a multicultural fashion show and dance festival.

2. Jamaica High School partners with Queens Community House, a non-profit social service provider. Its Youth Development Program,

housed at Jamaica High School, helps all students, including ELLs and their families, with truancy issues by telephone and mail contacts, scheduling meetings and making home visits. Based on the individual family needs, Queens Community House makes referrals for services to its Housing and Homelessness Prevention department and Immigration program.

3. The needs of parents are evaluated by the ESL Coordinator at registration during the initial interview and testing of students who are eligible for LAB-R testing. In addition, all teachers who have contact with parents will notify the Assistant Principal or ESL Coordinator of the parents' needs. At parent teacher conferences, parents of ELLs are surveyed as to their interests and needs, as well. In addition to workshops held at Jamaica High School, we refer parents of ELLs to ESL, GED and computer classes at Queensboro Public libraries and NYC Department of Education, Office of Adult and Continuing Education.

4. Based on parent surveys and the assessment of administrators, the ESL Coordinator, and teachers of ELLs, the above-mentioned workshops, meetings, and events are offered to parents of ELLs to meet their specific needs and time schedules.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										22	25	7	2	56
Intermediate(I)										15	35	31	26	107
Advanced (A)										0	7	11	14	32
Total	0	0	0	0	0	0	0	0	0	37	67	49	42	195

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										18	20	4	1
	I										9	26	32	14
	A										3	15	10	6
	P										11	10	16	32
READING/ WRITING	B										22	20	6	1
	I										14	26	33	27
	A										4	15	13	14
	P										1	10	10	11

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	49		32	
Math	63		54	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	66	24	47	11
Physics				
Global History and Geography	68		51	
US History and Government	50		33	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

sample to assess that student's literacy skills. If a student is unable to write or writes minimally, then the ESL teacher who currently teaches beginners further assesses that student's literacy through class activities such as copying from the board, short answer questions, reading aloud, following along as the teacher reads aloud, etc.

All students are preliminarily placed in ESL classes based on their LAB-R multiple choice scores. Their ESL teachers administer their own assessments and collaborate with each other as to the proper placement of their students. Based on the ongoing assessments of ESL teachers, requests for program changes are then sent to the Bilingual Guidance Counselor.

The Spanish speakers are administered the Spanish LAB within 10 days of registration. This data is helpful in determining Native Language literacy skills to guide instruction in ESL.

2 and 3. The data pattern across proficiency levels and grade levels confirms Jim Cummins theory of BICS and CALP in which the majority of our 9th and 10th grade ELLs have not yet acquired basic interpersonal communication skills and score at the beginning level of listening and speaking; whereas, the majority of our 11th and 12th grade ELLs score above the beginning level of proficiency in listening and speaking. There are more 11th and 12th graders who score at the advanced level of reading and writing proficiency. This data pattern confirms the additional time needed to acquire CALP (cognitive academic language proficiency). 11th and 12th grade ELLs at the advanced and proficiency level of reading and writing with less than three years in US schools and a high number of high school credits from their native countries validate the transfer of academic skills from one language to another.

The number of 12th grade ELLs with reading and writing proficiency at the intermediate level suggests that Jamaica High School teachers target their instruction to improve reading and writing skills and place these students in our after school and Saturday intervention programs.

Of great concern is the one 12th grade ELL at the beginning level of listening and speaking proficiency and the one 12th grade ELL at the beginning level of reading and writing proficiency. We will provide individual targeted interventions for these ELLs to improve language skills in order to accelerate academic language which will lead to graduation.

We will target instruction to increase the number of 11th and 12th grade ELLs who scored at the proficiency level of reading and writing.

64% of 12th grade ELLs and 67% of 11th grade ELLs scored at the intermediate level in the reading and writing modality. Instruction for 11th and 12th grade ELLs will focus on improving reading and writing.

What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Through the years, LAB-R scores for 9th graders are usually at the beginner level. The older students with more high school credits transferred from their native countries tend to score higher. The theory of transfer of skills across languages holds true based on LAB-R scores.

The patterns across NYSESLAT modalities for 9th graders will drive instruction to include more listening and speaking activities, practice, and interim assessments. 12th graders will be given more opportunities to practice NYSESLAT reading and writing questions and answers.

4 a. ELLs are faring better in tests taken in English as compared to the native language.

71% of ELLs passed the Living Environment Regents in English whereas 45% of ELLs passed the Living Environment Regents in Spanish.

b and c. ELL periodic assessments NOT APPLICABLE

5. Dual language program – NOT APPLICABLE

6. The success of the ESL program and TBE program is evaluated by ESL teachers individually and collaboratively; classroom observations conducted by the Principal, Assistant Principal, New York State and New York City Department of Education representatives, and network support representatives by NYSESLAT scores; and English Regents and content area Regents scores.

Individually ESL teachers on a daily basis evaluate and assess the progress of ELLs cognitively and linguistically by oral and written independent class work, pair class work, group class work, homework assignments, quizzes, tests, individual and group projects, reflective feedback from ELLs, one-to-one conferences with ELLs, and peer-tutoring/mentoring. Collaboratively, ESL teachers meet with the Department Supervisor, Bilingual Guidance Counselor, and content area teachers to discuss student progress and NYSESLAT and Regents scores with particular attention to the strengths and weaknesses in multiple choice and written responses.

Based on data obtained through the Inquiry Team, student placements in content classes and electives were changed based on credit

accumulation. When students have program changes based on ESL teacher assessment from one ESL level to another, the ESL teachers who formerly and presently teach those students meet to discuss student progress in the new class.

Classroom observations conducted by the Principal, Assistant Principal-ESL, New York State and New York City Department of Education representatives, network support representatives have all evaluated our ESL program as being successful and a model for the rest of the school, city and state.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		2/4/11
	Assistant Principal		2/4/11
	Parent Coordinator		
	ESL Teacher		2/4/11
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		2/4/11
	Coach		
	Coach		
	Guidance Counselor		2/4/11
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 470

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	n/a	622,126	622,126
2. Enter the anticipated 1% set-aside for Parent Involvement:	n/a	6,621	6,621
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	n/a	*	
4. Enter the anticipated 10% set-aside for Professional Development:	n/a	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
96%

6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

- Jamaica High School, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. Jamaica High School's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent

advisory councils, and as trained volunteers. The policy encompasses all parents including parents of English Language Learners and special needs students.

- The school will incorporate this parental involvement policy into its school improvement plan.
- 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.
- 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

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs us K12 alerts messaging system.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

The Parent/Guardian Agrees

- *To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.*
- *To participate in or request technical assistance training that the school offers on teaching and learning strategies.*

- *To work with his/her child/children on school work; and encourage them to read for 30+ minutes per day.*

- *To monitor his/her child's/children's:*
 1. *Attendance at school*
 2. *Homework*
 3. *Television watching*
 4. *Internet usage, if available*
 5. *Texting and cell phone usage*

- *To share the responsibility for improved student achievement.*

- *To deal with communication issues between teachers and parents through:*
 1. *Parent-teacher conferences at least semi-annually*
 2. *Frequent reports to parents on their children's progress*
 3. *Reasonable access to staff*

4. *Observation of classroom activities*
5. **Use of social media websites including, K-12 Alerts to communicate on regular basis with parents**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.
 - Jamaica High School makes extensive use of the ARIS Data System for identifying student needs for academic instruction.
 - Student Report Card Data will be reviewed in one-on-one sessions with guidance counselors to determine students who may need Academic Intervention Classes.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Jamaica High School utilizes Academic Intervention Services through an extended day program for students that need support academically.
 - Help provide an enriched and accelerated curriculum.
 - Jamaica High School offers students Advanced Placement courses in their Junior and Senior years.

- Meet the educational needs of historically underserved populations.
 - Jamaica High School uses data to assess our students' academic performance.
- 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.

Jamaica High School provides advisory and counseling sessions to provide for the needs of low academic achieving children.

Onsite CBO allows for outreach to this population and daily counseling sessions after-school

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

3. Instruction by highly qualified staff.
Our staff is 96% HQ.

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.
Ongoing onsite and offsite professional development

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

Jamaica employs a rigorous hiring process to ensure that we attract the most highly qualified teachers to our school.

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

Jamaica fully supports our PTA and SLT. These groups meet once a month to discuss and implement school improvement initiatives.

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.

Monthly UFT Executive Board Meetings to discuss and allow for teacher input in the decision-making process

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.

Refer to Academic Intervention Services.

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.
 - Jamaica participates in all compliance reviews by the New York City Department of Education related to Federal, State and local services and programs. This includes intensive reviews under NCLB.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			✓			
Title I, Part A (ARRA)	Federal	✓			662,126	✓	Pages 18-21

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			41,600	✓	Pages 18-21
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			4,932,245	✓	Pages 18-21