



JOHN ADAMS HIGH SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 27Q480
ADDRESS: 101-02 ROCKAWAY BOULEVARD
OZONE PARK, NY 11417
TELEPHONE: 718-322-0500
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: Q480 SCHOOL NAME: JOHN ADAMS HIGH SCHOOL

DISTRICT: District 27 SSO NAME/NETWORK #: Children's First Network - 302

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

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

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

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u> Ulinda Williams </u>
PRINCIPAL	<u> Grace Zwillenberg </u>
UFT CHAPTER LEADER	<u> Thomas Maher </u>
PARENTS' ASSOCIATION PRESIDENT	<u> Daniel Rhodes </u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u> Devya Williams </u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u> Juan Mendez </u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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Name	Position/Constituency Represented	Signature
Grace Zwillenberg	Principal	<i>Grace Zwillenberg</i>
Scott Silverman	Assistant Principal Health and Physical Education	<i>Scott Silverman</i>
Thomas Maher	U.F.T. Chapter Chairperson	<i>Thomas Maher</i>
Tackiea Simpson	Teacher	<i>Tackiea Simpson</i>
Hyacinth Hemmings	Teacher	<i>Hyacinth Hemmings</i>
Yolanda Walker	Teacher	<i>Yolanda Walker</i>
Daniel Rhodes	Parent, P.A. President	<i>Daniel Rhodes</i>
Calvin Palmer	Parent	<i>Calvin Palmer</i>
Arelis Peraita	Parent	<i>Arelis Peraita</i>
Moses Quiles	Parent	<i>Moses Quiles</i>
Celia Lewis	Parent	<i>Celia Lewis</i>
Ulinda Williams	Parent, S.L.T. Chairperson	<i>Ulinda Williams</i>
Rajpattie Harold	Student	<i>Rajpattie Harold</i>

Devya Williams	Student	<i>Devya Williams</i>
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* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

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

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

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

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

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

* Students in the freshmen Jump Start Main and Jump Start Academy are able to choose one of the five academies listed above in their sophomore year. Mindful of the diverse needs of our student population,

and in addition to our regular academic program, we offer the following accelerated and program to include 26 different sports.

- College Now/York College CUNY
- Achieve Now
- Credit Bearing
- Credit Recovery
- After School Tutoring
- Liberty Partnership
- College Summit
- Senior Academy

- ✓ Robotics Club
- ✓ Model United Nations (UN)
- ✓ Moot Court
- ✓ Health Occupation Students of America (HOSA)
- ✓ Virtual Enterprise
- ✓ Drama Classes
- ✓ Math Team
- ✓ Journalism
- ✓ Yearbook Class

- ✓ Student Government
- ✓ French Club
- ✓ Italian Club
- ✓ Anime Club
- ✓ Chess Club
- ✓ History Club
- ✓ Explorer Club
- ✓ Saya Club
- ✓ Cheerleader Club
- ✓ Hindi Club
- ✓ ASPIRA
- ✓ KEY Club
- ✓ National Honor Society
- ✓ PSAL**
 - 11 Boys Varsity Teams
 - 9 Girls Varsity Teams
 - 2 Boys Junior Varsity Teams
 - 3 Girls Junior Varsity Teams
 - 1 CO-ED Varsity Team

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

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		John Adams High School								
District:		27	DBN:		27Q480	School BEDS Code:		342700011480		
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7		11	√		
	K		4		8		12	√		
	1		5		9	√	Ungraded	√		
	2		6		10	√				
Enrollment					Attendance - % of days students attended:					
<i>(As of October 31)</i>					<i>(As of June 30)</i>					
	2008-09	2009-10	2010-11		2007-08	2008-09	2009-10			
Pre-K	0	0	0		75.3	77.9	80.5			
Kindergarten	0	0	0		Student Stability - % of Enrollment:					
Grade 1	0	0	0		<i>(As of June 30)</i>					
Grade 2	0	0	0		2007-08	2008-09	2009-10			
Grade 3	0	0	0		89.9	91.0	88.9			
Grade 4	0	0	0		Poverty Rate - % of Enrollment:					
Grade 5	0	0	0		<i>(As of October 31)</i>					
Grade 6	0	0	0		2008-09	2009-10	2010-11			
Grade 7	0	0	0		66.1	83.1	82.6			
Grade 8	0	0	0		Students in Temporary Housing - Total Number:					
Grade 9	1018	1164	1040		<i>(As of June 30)</i>					
Grade 10	989	855	864		2007-08	2008-09	2009-10			
Grade 11	847	756	866		19	69	81			
Grade 12	510	468	520		Recent Immigrants - Total Number:					
Ungraded	2	4	6		<i>(As of October 31)</i>					
Total	3366	3247	3296		2007-08	2008-09	2009-10			
					93	128	95			
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>					<i>(As of June 30)</i>					
	2008-09	2009-10	2010-11		2007-08	2008-09	2009-10			
# in Self-Contained Classes	169	182	164		Principal Suspensions	119	401	471		
# in Collaborative Team Teaching (CTT) Classes	87	102	118		Superintendent Suspensions	86	89	73		
Number all others	156	142	153		Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>					
English Language Learners (ELL) Enrollment:					CTE Program Participants					
<i>(BESIS Survey)</i>					N/A					
<i>(As of October 31)</i>					Early College HS Program Participants					
	2008-09	2009-10	2010-11		0					
# in Transitional Bilingual Classes	248	265	TBD		Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	TBD		<i>(As of October 31)</i>					
# receiving ESL services only	108	158	TBD		2007-08	2008-09	2009-10			
					Number of Teachers	180	181	198		

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	30	48	TBD	Number of Administrators and Other Professionals	46	48	44
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	10
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	286	228	720	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	82.3	80.2	76.8
				% more than 5 years teaching anywhere	61.3	63.6	76.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	84.0	84.0	88.9
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)	92.7	94.7	93.0
American Indian or Alaska Native	0.7	0.8	1.4				
Black or African American	29.6	28.2	29.3				
Hispanic or Latino	35.3	35.8	36.6				
Asian or Native Hawaiian/Other Pacific Isl.	25.7	26.9	27.9				
White	4.5	4.3	4.4				
Male	53.9	54.9	54.5				
Female	46.1	45.1	45.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced					√	

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
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:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				X	√	X	50
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				X	X		
Hispanic or Latino				X	√		
Asian or Native Hawaiian/Other Pacific Islander				√	√		
White				√	√		
Multiracial				-	-		
Students with Disabilities				√sh	√sh		
Limited English Proficient				X	X		
Economically Disadvantaged				X	√		
Student groups making AYP in each subject				3	6	0	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	B			Overall Evaluation:	WD		
Overall Score:	60.6			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	WD		
School Environment:	7.7			Quality Statement 2: Plan and Set Goals	WD		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	WD		
School Performance:	9.3			Quality Statement 4: Align Capacity Building to Goals	P		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	WD		
Student Progress:	34.6						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = 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							

SECTION IV: NEEDS ASSESSMENT

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

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

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

What student performance trends can you identify?

John Adams High School uses a variety of data to analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school, classroom, and individual level. The 2009-2010 Progress Report and NYS Accountability Report concisely show incremental gains made in the past several years, in areas such as, curricula (differentiated instruction), graduation rate, credit accumulation, attendance, post-secondary going rate, delivery of ISS/guidance support services, and overall participation in PSAL for both our general education and high need student population.

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

- Graduation
- Credit Accumulation
- School Environment
- Student Progress

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

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

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

happening throughout the school, but they need to be shared on a larger scale for all teachers to see. This will also help us to develop more of a shared vision regarding differentiation and implementation of PD strategies in the classroom.

Lastly, we need to get more staff on board in the aspect of college development. There have to be more resources for students to obtain college information and have staff support. We were able to make huge strides in students' awareness of college readiness by providing students with statistical snapshot about their academic progress. Students began participating in College Summit courses in over the summer of 2010 which prepares the students to produce college level work. We are working towards each staff member working cohesively with one shared goal so students continue to strive to improve their work.

The subsequent graphs provide a summary report highlighting the positive gains students have made in each of the core Regents exams (e.g., ELA, Math, Science, U.S. History, Global History, and show the increase in attendance rate.

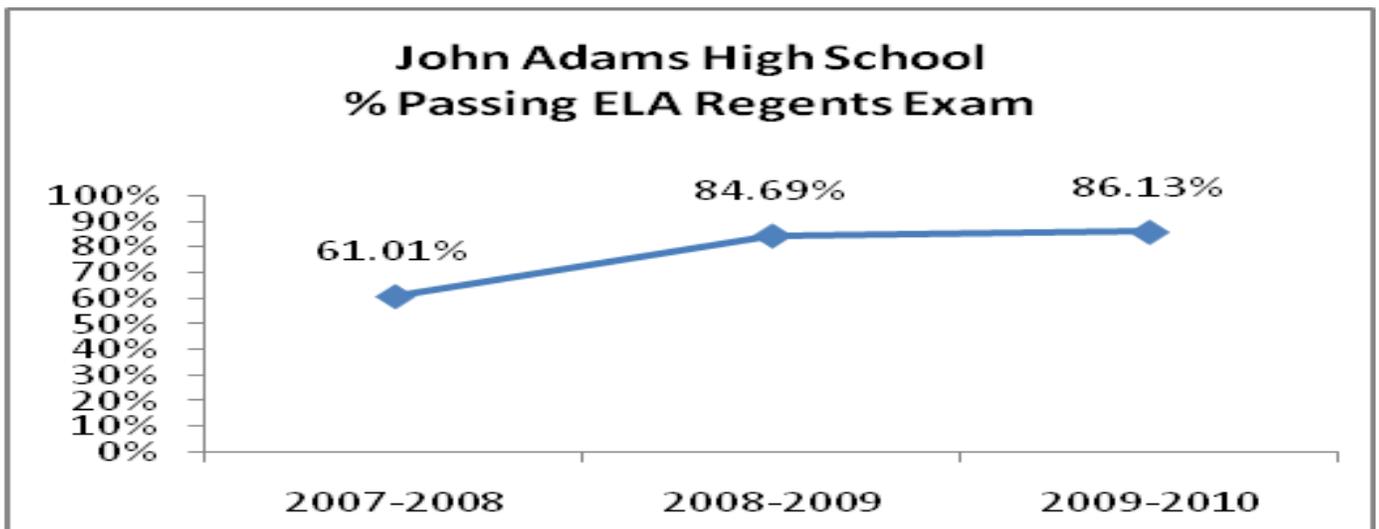
The improvements made reflect our continuous commitment and effort to increase student outcomes in all areas through the process of accountability, collaboration with all stakeholders, use of quantitative and qualitative data to analyze student progress, and providing guidance/AIS support services to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

Student Achievement Trends

The English Department holds high expectations for all students and strives to challenge students academically. As will be noted below, a four-year review of the June ELA Regents scores indicates a consistent passing performance. Performance on the most recent ELA Regents (June 2010) shows an impressive 25 percentage gain over the last three years of students passing. This can be attributed to differentiated instruction, student centered learning, critical thinking (Bloom's Taxonomy), focused Regents review, "Word of the Day" review, intensive reading, writing, tutoring and increase in the use of technology as the population of these classes have previously experienced difficulty in mastering the subject matter.

The results of the June 2007–2008 English Regents demonstrated a 61.01% passing rate. The June 2008-2009 English Regents show a 84.69% passing rate and the June 2009-2010 Regents have a 86.13% passing rate. John Adams is on track to exceed the target goal of an increase of 5% on the Regents by June 2011

Graph 1.



Graph 1 shows a **25 percentage point gain** in the number of students passing the English Regents from 2007-2008 to 2009-2010. We are on track to exceeding our target goal of 5% by June 2011.

Student Achievement Trend

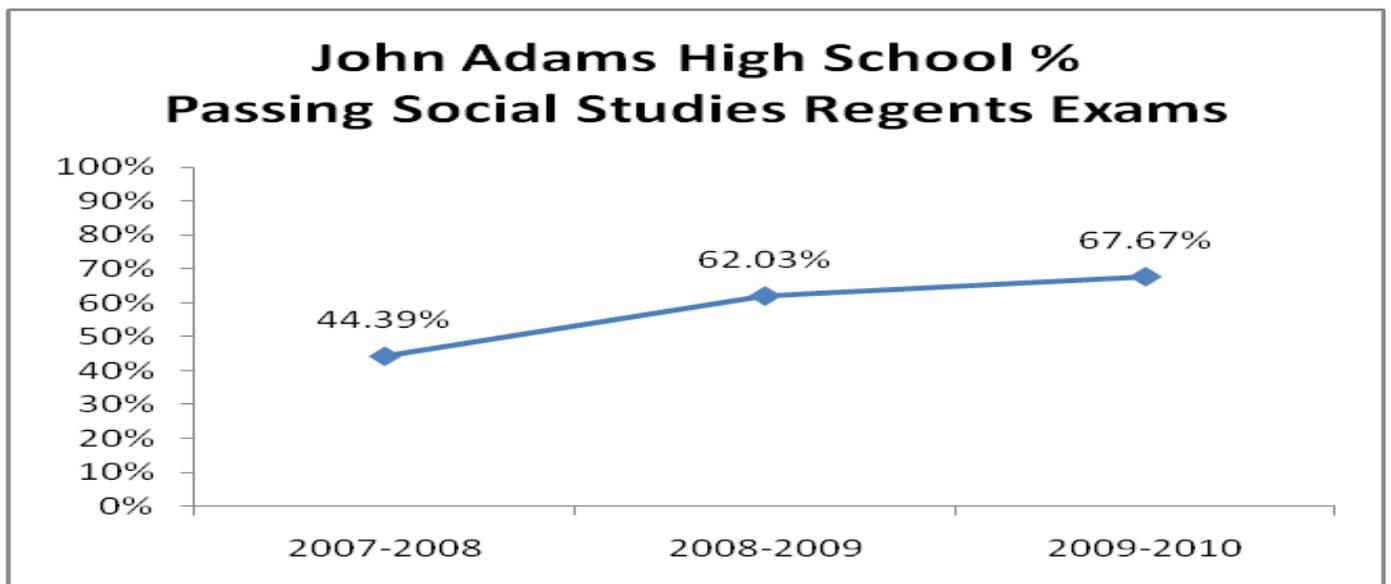
The Social Studies Department holds high expectations for all students. Teachers, counselors, and administrators are aware of the great impact their expectations have on student achievement. However, a major difficulty in a large urban high school is that frequently students do not have high expectation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

As will be noted below, a four-year review of the Social Studies Examination scores indicates a constant passing performance.

Performance on the most recent Social Studies Regents shows (June 2010) an impressive 23% point gain increase over the last three years. This can be attributed to the implementation of differentiated instruction, intensive Regents review, tutoring, Professional Development, Item Analysis, departmental meetings to identify frequency of questions and students response as the population of these classes has previously experienced difficulty in mastering the subject matter.

The results of the June 2007–2008 Social Studies Regents demonstrated a 44.39% passing rate. The June 2008-2009 English Regents show a 62.03% passing rate and the June 2009-2010 Regents have a 67.67% passing rate. John Adams is on track to exceed the target goal of an increase of 5% on the Regents by June 2011.

Graph 2.



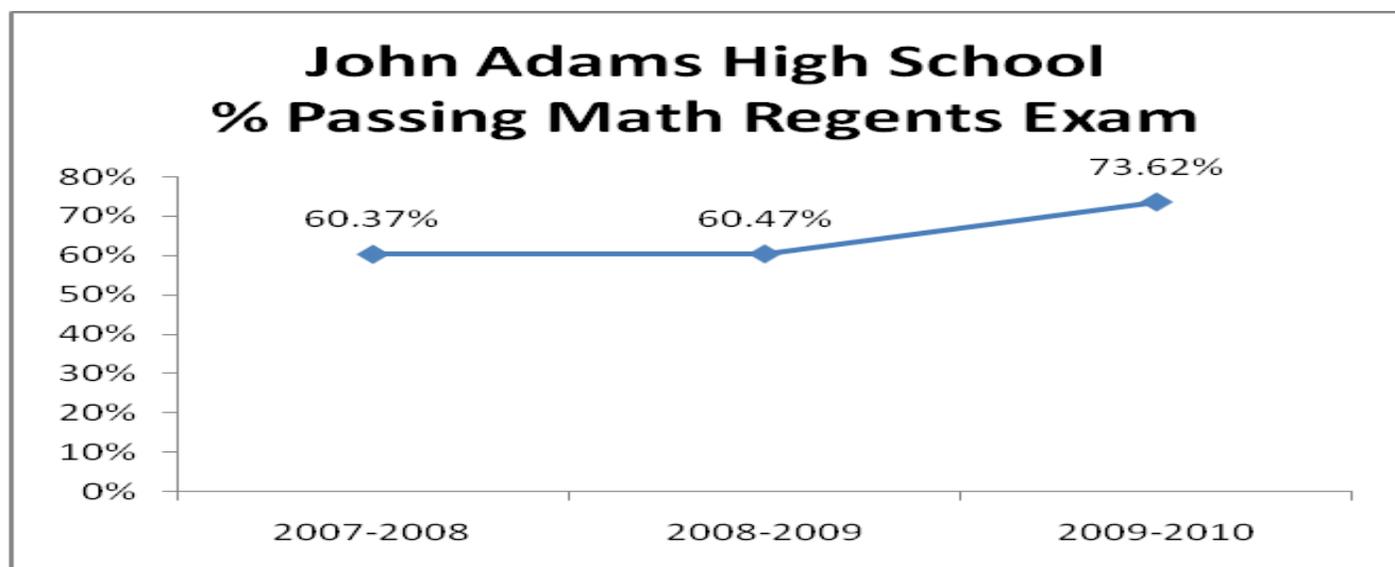
Graph 2 shows a **23 percentage point gain** in the number of students passing the Social Studies Regents from 2007-2008 to 2009-2010. We are on track to exceeding our target goal of 5% by June 2011. A closer look at NYSED three year testing trend for Social Studies show we are making adequate yearly progress toward meeting and exceeding NYS Standards, as evidenced at the classroom level.

Student Achievement Trend

The Math Department holds high expectations for all students and strives to challenge students academically. Performance on the most recent Math Regents (June 2010) shows an impressive 13.3 percentage gain over the last three years of students passing. This can be attributed to differentiated instruction, intensive Regents review, tutoring, Professional Development, and Math Workshops, as the population of these classes has previously experienced difficulty in mastering the subject matter.

As will be noted below, a four-year review of the June Mathematics Regents scores indicates a constant passing performance. The results of the June 2007–2008 Math Regents demonstrated a 60.37% passing rate. The June 2008-2009 Math Regents show a 60.47% passing rate and the June 2009-2010 Regents have a 73.63% passing rate. John Adams is on track to exceed the target goal of an increase of 5% on the Regents by June 2011

Graph 3.



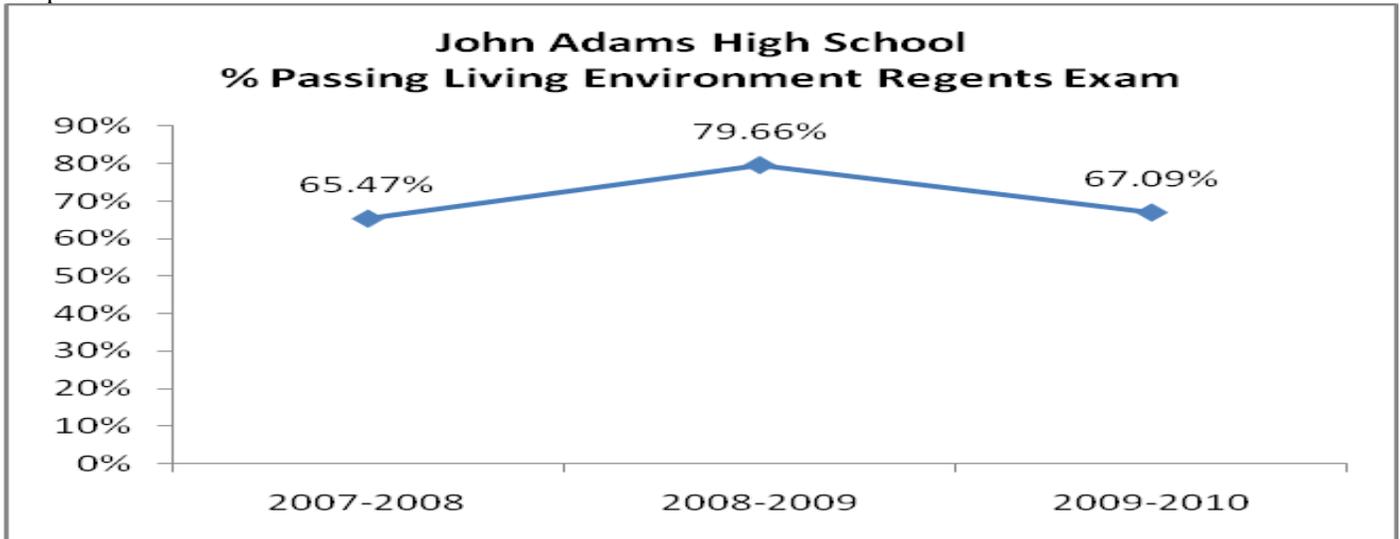
Graph 3 shows a **13.25 percentage point gain** in the number of students passing Mathematics Regents from 2007-2008 to 2009-2010. We are on track to exceeding our target goal of 5% by June 2011. A closer look at NYSED three year testing trend for Mathematics show we are making adequate yearly progress toward meeting and exceeding NYS Standards, as evidenced at the classroom level.

Student Achievement Trend

The Science Department holds high expectations for all students and strives to challenge students academically. As will be noted below, a four-year review of the June 2010 Science Regents scores indicates a passing performance of a 14.19 percentage point gain in the number of students passing the Living Environment Regents from 2007-2008 to 2008-2009. However, a notable drop in passing rate this year has resulted in a reevaluation of teacher assessments and student data, leading to changes in our strategic planning and goal setting within the department and classroom. Strategies to improve the passing rate include differentiated instruction, cooperative learning, item analysis, intensive Regents review, Math Workshops, tutoring, and Professional Development as the population of these classes has previously experienced difficulty in mastering the subject matter.

The results of the June 2007–2008 Science Regents demonstrated a 65.47% passing rate. The June 2008-2009 Science Regents show a 79.66% passing rate and the June 2009-2010 Regents have a 67.09% passing rate.

Graph 4



Graph 4 shows a **14.19 percentage point gain** in the number of students passing the Living Environment Regents from 2007-2008 to 2008-2009. A notable drop in passing rate has resulted in a reevaluation of teacher assessments and student data, leading to changes in our strategic planning and goal setting within the department and classroom.

Table 2A

John Adams High School 2010 Attendance Report

Year	Attendance %	Active Students
05-06	76.1%	3065
06-07	74.7%	2984
07-08	75.3%	3017
08-09	77.6%	3048
09-10	80.0%	3342

Our projected attendance for the 2010-2011 is 82%.

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

We have many exemplary programs at John Adams High School that evidenced organizational and instructional coherence. Among these are as follows:

1) Small Learning Communities

In September of 2008-2009, we received the Bill and Melinda Gates Grant to reorganize the school into Small Learning Communities (SLC). The funding in great part was for teacher professional development and planning. Additional funding was used to brand the school. The SLCs that were selected centered around student and faculty input. We are in the second year of implementation of this initiative, which has proven invaluable toward our success as a school.

Structure of Small Learning Communities (SLC)

Each Small Learning Community includes an Assistant Principal, SLC Director (pedagogy), Guidance Counselor, and Inquiry Teacher Team and Teacher Team Leaders. These teams work collaboratively to provide instructional and guidance support to their student population. Each SLC has Common Planning Time (CPT) where teachers collaborate and share best practices. Also, each SLC has a dedicated inquiry team, where 25% of the teaching staff focuses on the Common Core Standards. Other activities include professional development, curriculum writing, student talk, parental outreach, tutoring, collaborative inquiry, planning, data analysis, and teacher intervisitations. Furthermore, each SLC functions as a learning lab, where the focus is on teacher development and on the use of meaningful data to drive instruction.

Last year in collaboration with the UFT Teacher Center Coach, a group of teachers developed a manual for differentiated instruction and modeling of lessons. 100% of the teaching staff has received targeted professional development on differentiated instruction. This year we are endeavoring to infuse the Common Core Standards into the English curriculum and all curriculum maps. We are in the process of formalizing a strategic plan to provide professional development and training to 90% of the faculty. Through inquiry work, 25% of our teaching staff have been selected and are working toward finalizing plans to provide training to the faculty on Election Day (November 2).

The structure and theme of each SLC reflect the input of all stakeholders. Below is an outline and number of students per SLC/ Program:

<u>SLC</u>		<u># of Students</u>
• Jumpstart Academy Annex	=	407 Students
• Jumpstart Academy Main	=	124 Students
• Justice, Law, and International Studies	=	297 Students
• Queens Business Institute	=	313 Students
• Media Communication Arts	=	312 Students
• Environmental, Science, and Research	=	294 Students
• Health & Sports Careers	=	329 Students

<u>Programs</u>		<u># of Students</u>
• Newcomers	=	758 Students
• Achieve Now	=	51 Students
• Senior Academy	=	116 Students
• Academic Intervention	=	242 Students

<u>NCLB</u>		
• Instructional Support Services (ISS)	=	446 Students
• English Language Learners (ELL) / Limited English Proficiency (LEP)	=	433 Students

Over the past several years, we have seen a notable increase in the number of students entering our school from various countries, with English as a Second Language (ESL). As a result of this influx, we developed a Newcomers Program to address the academic, social, and emotional needs of those students. The program is in its third year and focuses on preparing students to achieve English language proficiency as well as acculturation to John Adams High School's culture and learning environment. Beginning this year, we revitalized the Newcomers Program to accommodate the large influx of Bengali students, creating for the first time a specially designed Bengali Program to run simultaneously to our successful Bilingual Spanish Program.

Within each Small Learning Community, there are many school activities and collaborations to enhance the learning process for our students. For example,

- We offer many after school activities/clubs for our students such as Model UN, Moot Court, Mock Trial, Robotics, HOSA, Virtual Enterprise, National Honor Society, Explorers Club etc. that offer workshops to students in variety of career paths. In addition, we have 29 Varsity and Junior Varsity Athletic teams.
- College NOW is a collaborative program with the City University of New York (CUNY), York College. It offers an opportunity for upper classmen to take college credit-bearing courses at John Adams. These classes include Biology 120, Economics 101, English 125, Fine Arts 104, History 277, Music 101 and Psychology 102. Other classes include SAT, CUNY ACT and Regents preparation and skills development courses.
- Councilman Eric Ulrich has given us funding for a Kaplan SAT course. We are also receiving RESO A funding for additional cameras (\$150,000) and a state of the art Macintosh Apple computer lab (\$150,000).
- Other collaborations include NYIT, St. John's Liberty Partnership Program, and Jet Blue Business Partnership

In addition, we offer multiple opportunities for at-risk students to get back on track. Some of the technology and program offering include:

- | | | | | |
|----------------------|----------------------------------|----------------|------------------------|----------------|
| • Destination Math, | • Classroom Inc., | • Achieve 3000 | • Castle Learning, | • Acuity |
| • Performance Series | • APEX Online
Credit Recovery | • Plato | • Renzulli
Learning | • Artsonia.com |

Other programs include Credit Recovery, afterschool/before school Tutoring, Spring Ahead to Graduation Credit Recovery, Field Testing, Saturday Academy Program, for example,

2) Achieve Now / Senior Academy (*see description and section IV below*)

3) Jump Start Academy

- More personalized learning setting
- Accelerated credit accumulation where students can graduate in 3-yrs
- Extended day programs
- Summer credit accumulation classes
- Interdisciplinary experience
- Intramurals
- Project-based Learning
- Dedicated team of teachers and guidance counselors
- Parental involvement and engagement through a parent contract
- Prepare students for the world of work and college after High School

Jump Start Academy (Annex) was created in response to the overcrowding that resulted in having end-to-end split sessions, (AM Schedule =7:00 AM – 12:00 PM; PM = Schedule 12:30 PM – 5:30 PM). The Annex building houses two thirds of the 9th grade class. The other third along with ISS and LEP/ELL attend modular classrooms at the Main building. This strategic setup affords all in-coming ninth graders of John Adams High School the opportunity to begin their high school career in a smaller, more individualized learning environment. In addition, students are able to participate in a full array of school activities, such as clubs, sports, tutoring services, and enrichment (see above for other programs).

- 4) In order to ensure students are prepared for the future, we promote student leadership in several initiatives:
 - Student Organization Leadership Team
 - Student Athlete Leadership Team
 - College Summit Leaders (two students have been selected to participate in the College Summit Team)
 - Peer Conflict Resolution

All freshmen are supported educationally and socially in order to make a smooth transition from middle school to high school.

Senior Academy

We continually monitor and adjust our schoolwide priorities throughout the year. For example, an analysis of the previous year's (2008-2009) data disaggregated by cohort and ethnic subgroups revealed a subset of students who were off track and required additional academic intervention services. In order to address the needs of this population, we implemented the Achieve Now Program with the support of the Office of Youth Development. The program was designed to target under-credited students from the graduating cohort.

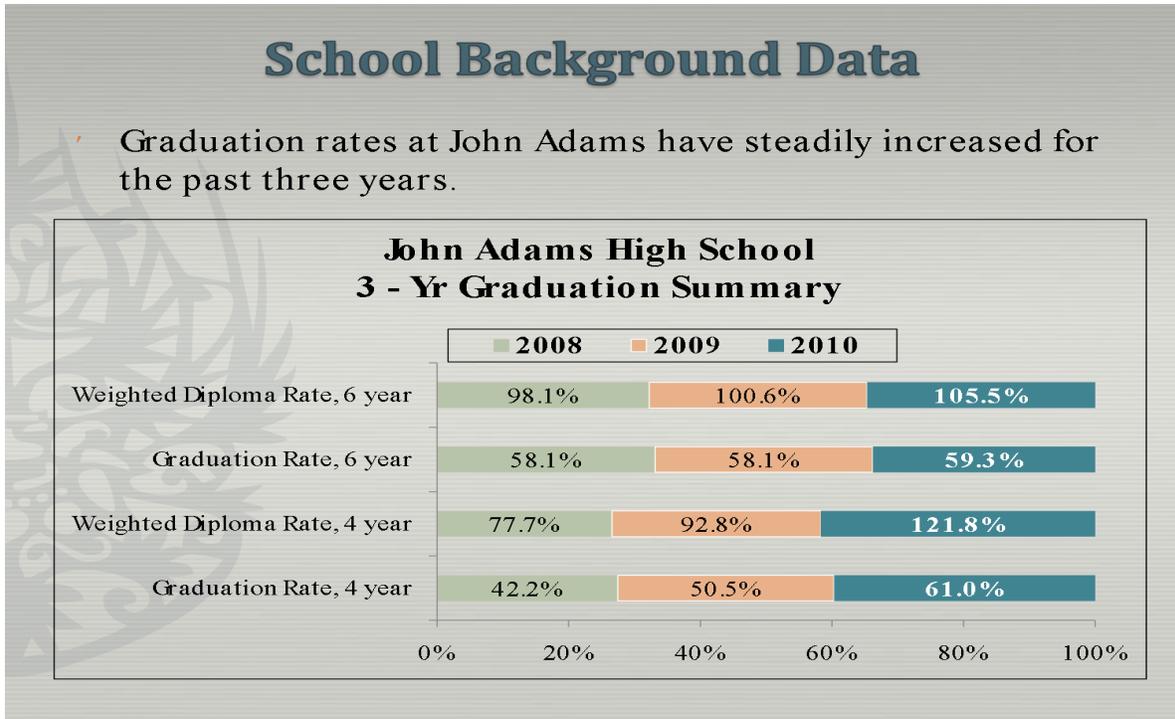
However, further data analysis revealed that the needs of all at-risk students of the cohort were not all being met through this program. Our mid-year analysis of student scholarship reports including: transcripts, teacher evaluation reports, report cards, and guidance counselor recommendations, demonstrated the need to extend these services to additional students. As an administrative team and in consultation with our network leader, we developed a day program called the "Senior Academy" to target additional students from last year's cohort who were in danger of not graduating and/or dropping out of high school.

The Senior Academy and Achieve Now Programs were very successful as we graduated 100 students that would not have graduated without the programs. We are continually monitoring and revising these programs to ensure they are aligned with the new Common Core Standards, as well as giving the students the tools that are invaluable for their success in post high school careers. In our first year of implementation of this program, we met and exceeded our goals for both programs of increasing the graduation rate and improving credit accumulation.

The previous year's success has resulted in the renewal of funding to support the programs, leading to modification in program structure. The improvements reflect our continuous commitment and effort to increase student outcomes in all areas, as well as providing all students (on track, almost on track, and off track) the social and emotional support to succeed.

TABLE 2C

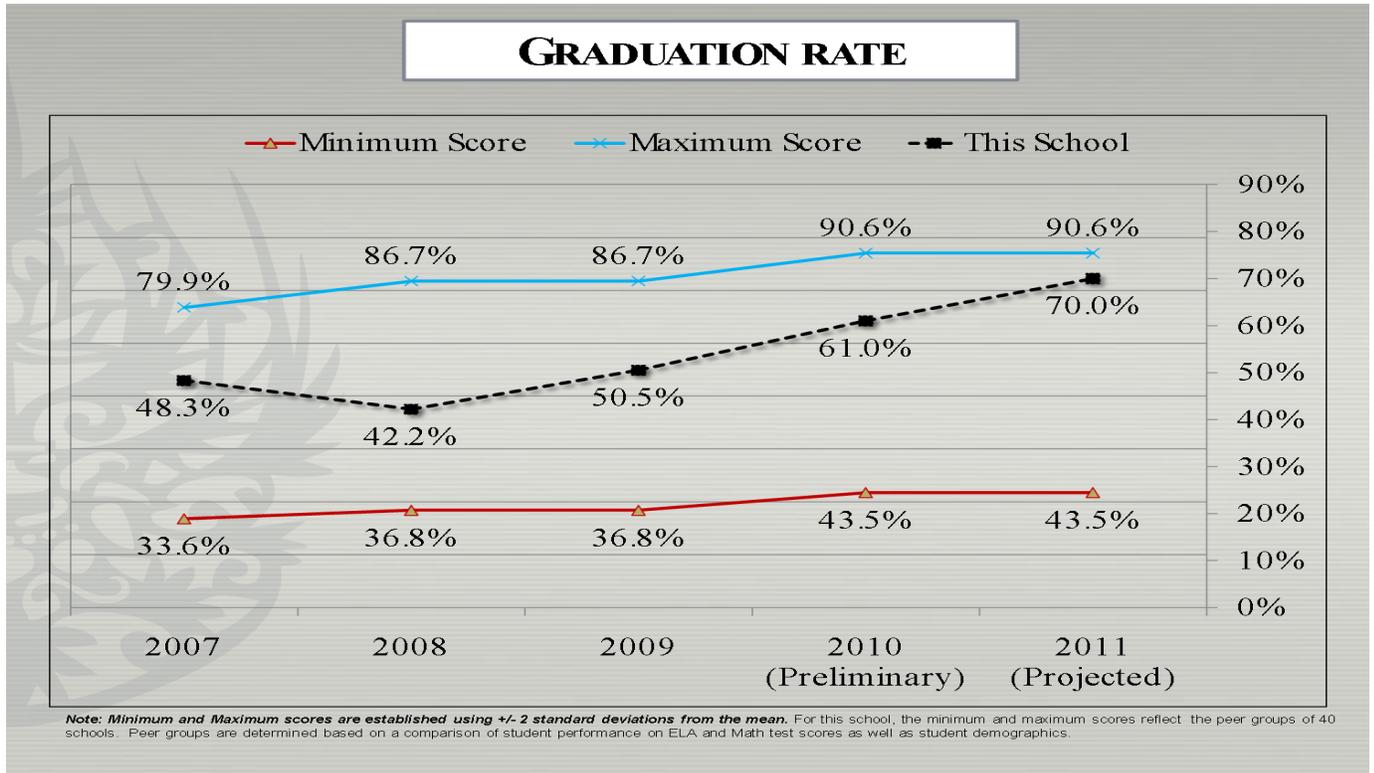
PROGRESS REPORT – THREE-YEAR IMPROVEMENT TREND
STUDENT PERFORMANCE



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

A closer look at last year's Progress Report and NYS Accountability Report data illustrates that we have made statistically significant gains in the number of student graduating within 4 years and six years. Graph 1 shows the 4-year trend amongst our graduating cohorts: H (2006); I (2007); J (2008); K (2009) and L (2010). There is a 10.5% increase in the 4 year graduation rate from 2009 to 2010.

GRAPH 1.



Data taken from the NYC Progress Report

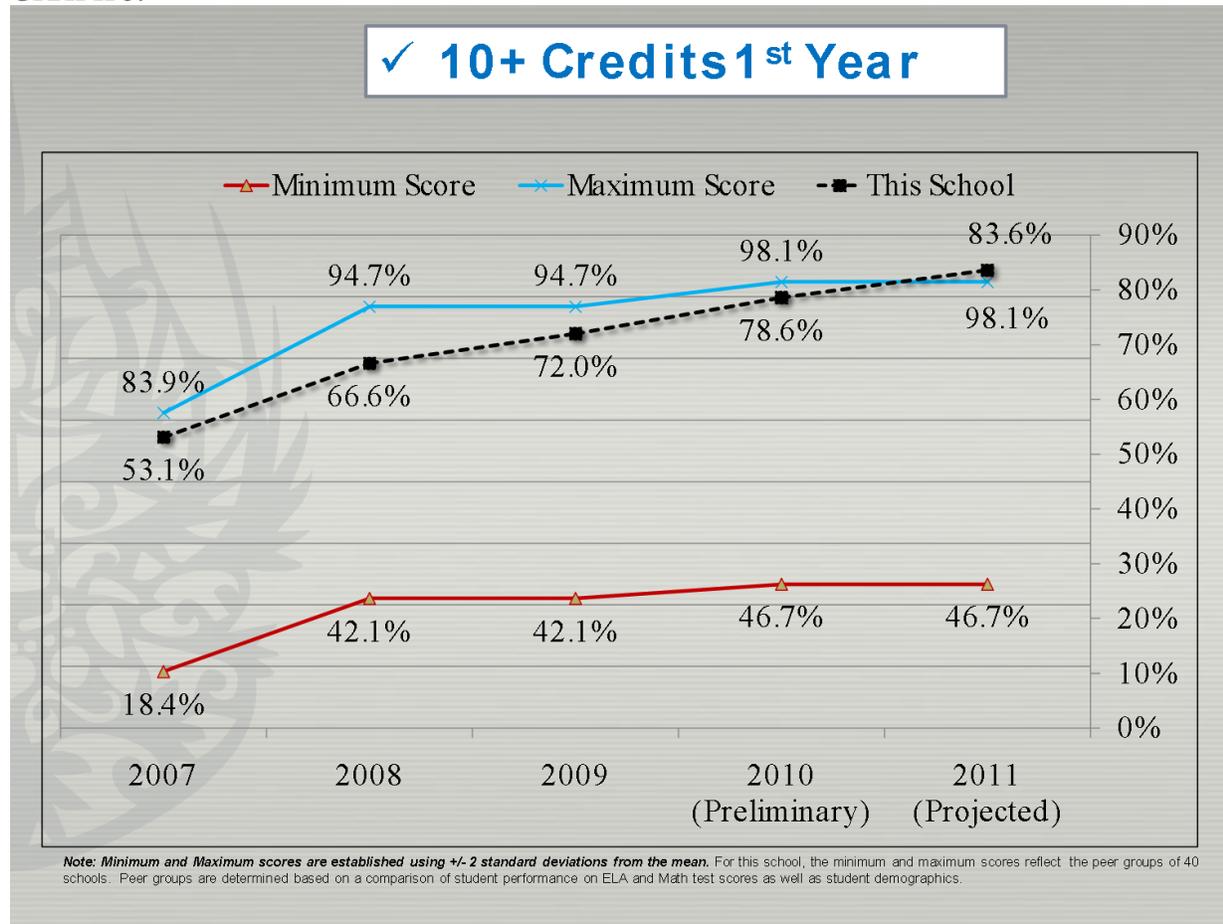
TABLE D

STUDENT PROGRESS

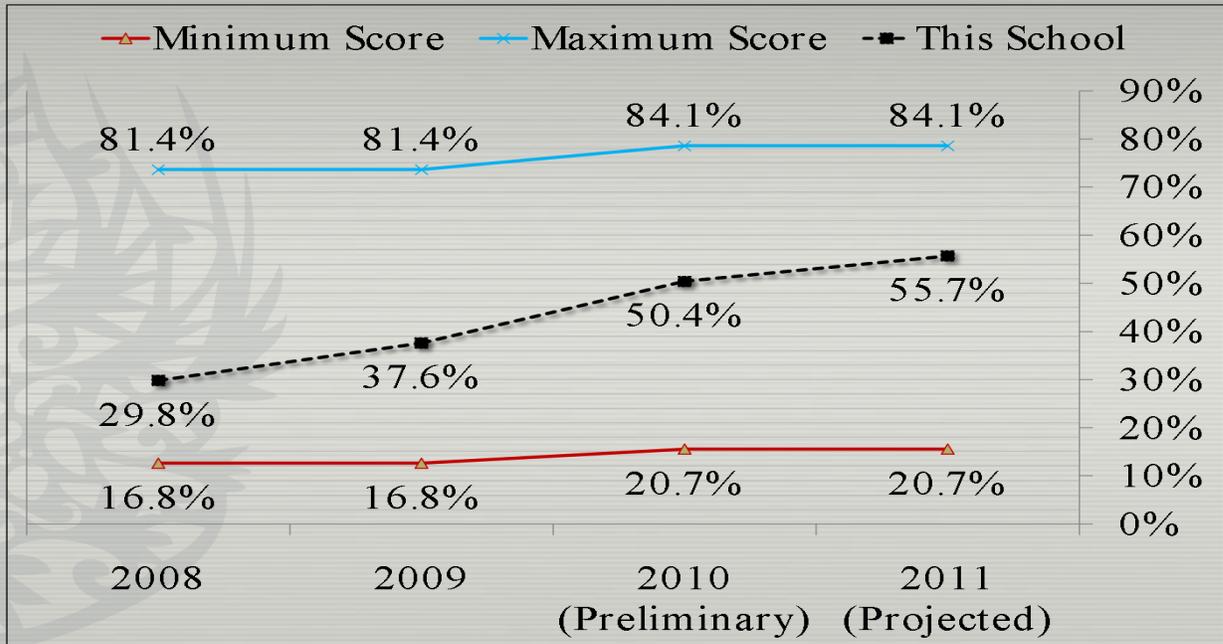
<i>Student Progress (60%)</i>	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011 (**Projected)
<i>10 + Credits in 1st Year</i>	53.1%	66.6%	72.0%	78.6%	83.6%
<i>10 + Credits Lowest Third 1st Year</i>	N/A	46.7%	52.9%	50.4%	69.3%
<i>10 + Credits in 2nd Year</i>	37.5%	48.8%	56.7%	65.6%	73.3%
<i>10 + credits Lowest Third 2nd Year</i>	36.5%	48.8%	43.9%	49.0%	54.2%
<i>10 + credits in 3rd Year</i>	41.2%	77.9%	53.7%	65.2%	70.2%
<i>10 + credits Lowest Third 3rd Year</i>	N/A	29.8%	37.6%	50.4%	55.7%

The graph below reflects the progress made in the number of students accumulating 10 + credits in their first year. There is an increase of 19.5% in 10+credits accumulated in the 1st year.

GRAPH 3.



✓ 10+ Credits Lowest Third 3rd Year



Note: Minimum and Maximum scores are established using +/- 2 standard deviations from the mean. For this school, the minimum and maximum scores reflect the peer groups of 40 schools. Peer groups are determined based on a comparison of student performance on ELA and Math test scores as well as student demographics.

TABLE E

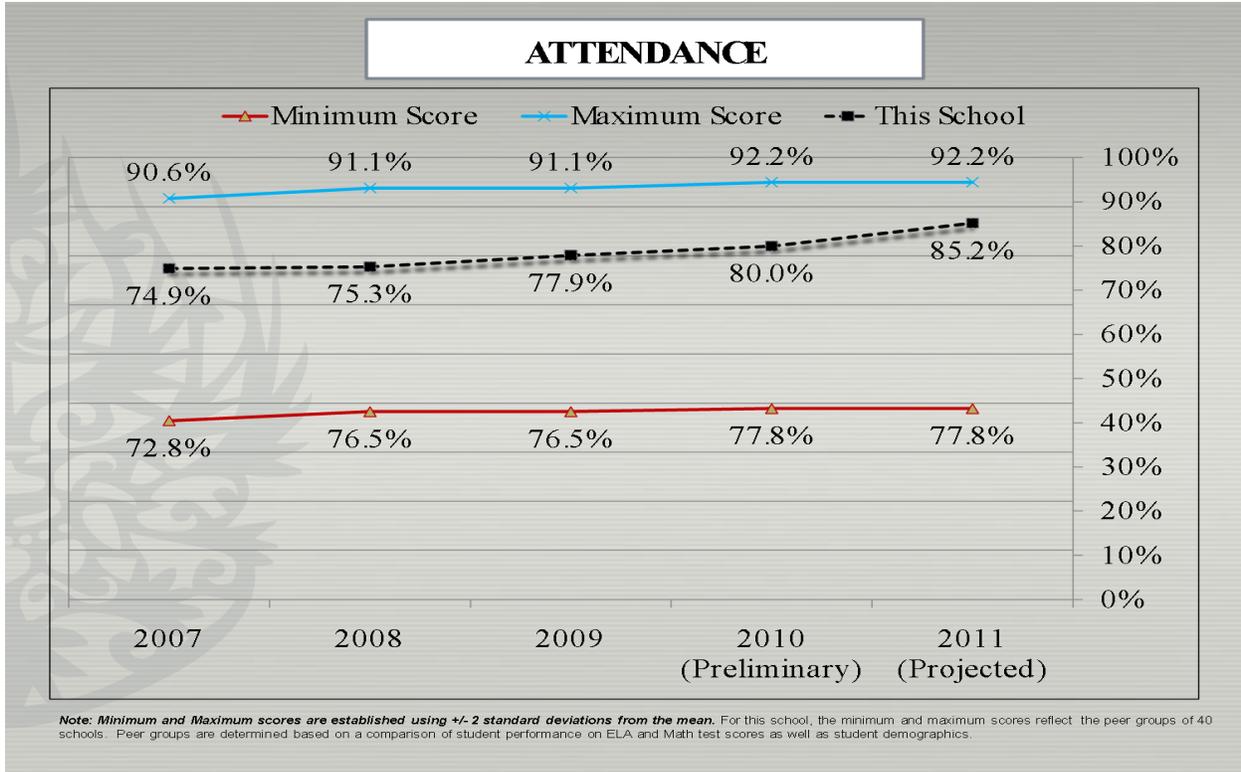
SCHOOL ENVIRONMENT

School Environment (15%)	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011 (Projected)
Safety and Respect:	5.6%	6.2%	6.6%	7.1%	9.3%
Academic Expectations:	6.2%	6.6%	7.0%	7.6%	8.9%
Engagement:	5.1%	5.9%	6.3%	7.7%	8.7%
Communication:	5.1%	5.7%	6.1%	7.5%	8.3%
Attendance:	74.9%	75.3%	77.9%	80.0%	85.2%

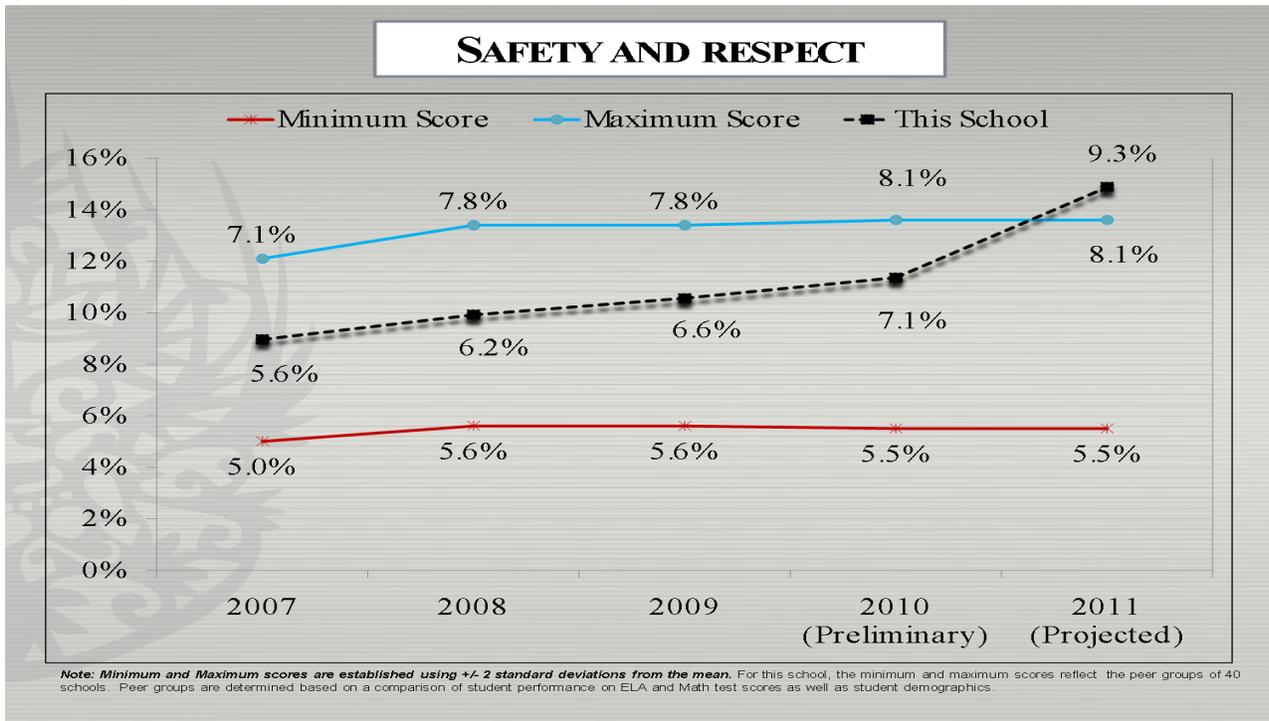
As illustrated below, graph 4 shows progress in attendance over three years. There is a 3.9% increase in attendance from 2009 to 2010.

GRAPH 4.

TEMPLATE - MAY 2010



GRAPH 5.



SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

John Adams Annual Goals are as follows for 2010-2011:

1. To increase student attendance from 80% to 82% by June 2011 as measured by ATS attendance reports.
2. To increase to 72% the number of 11th grade students earning 10 or more credits by June 2011..
3. To increase by 5% the passing test scores of 65 or higher on all Regents Examinations by June 2011.
4. To expose and provide professional development to 90% of teaching staff on the Common Core Standards by June 2011.
5. To increase to 100% the use of qualitative data among administration and teachers by June 2011.
6. To measurably increase the graduation rate to 70% by June 2011.

SECTION VI: ACTION PLAN

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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 Jumpstart students will improve attendance and punctuality by two-percentage points, as measured through ATS by June 2011.</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>From September 2010 to June 2011</p> <ul style="list-style-type: none"> - After 2 absences or lateness’s parent contact by teacher. - Student’s conferences after 3 consecutive absences. - Parent conferences after 5 consecutive absences. - Perfect attendance incentives. - Students will be held accountable for bringing in absent notes. - Daily progress reports for persistent absent students.
<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>	<ul style="list-style-type: none"> • High Schools That Work • School Funding for Professional Development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress</p> <ul style="list-style-type: none"> - Phone logs - Weekly Common Planning staff student outreach. - Daily progress reports - Analysis of daily attendance data. <p>Projected Gains :</p> <ul style="list-style-type: none"> - Reduction in student truancy - Reduction in student lateness’s - Increased positive parent contact.

SECTION VI: ACTION

Subject/Area (where relevant): Jumpstart Academy Goal (Three)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 passing rate will increase to 70% for all 9th grade students achieving a 65 on at least two Regents exams.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Academic Intervention Services Tutoring • Advisory Support Classes • Counseling • Common Planning • Interdisciplinary Learning • Collaborative Inquiry teams • Differentiated Instruction • Project Based Learning • Intensive Regent’s preparation • Incentive Programs
<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>Title I Castle Learning On-Line SES Services through Liberty Learning Lab</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Acuity Testing • Subject Exams • Marking Period Grades • Periodic Progress Reports • Inquiry Team Observations • June 2010 Regents Scores <p>Projected Gains : Increased acuity predictor scores. Increased Regent’s statistics for 9th grade students</p>

SECTION VI: ACTION

Subject/Area (where relevant): Jumpstart Academy (Two)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 the promotion rate of all 9th grade students will increase from 78.6% in June 2010 to 81.6%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Academic Intervention Services Tutoring • Advisory Support Classes • Counseling • Common Planning • Interdisciplinary Learning • Use of ARIS to differentiate instruction • Project Based Learning • Alternative Assessments
<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>Title I Castle Learning On-Line SES Services through Liberty Learning Lab</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Acuity Testing • Subject Exams • Marking Period Grades • Interdisciplinary Project Presentations • Periodic Progress Reports • Teacher Formative and Summative assessments • Inquiry Team Observations <p>Projected Gains: Increased marking period grades and teacher passing rates. Increased Percent of Attendance Minimum of 10 credits earned.</p>

SECTION VI: ACTION

Subject/Area (where relevant): Jumpstart Academy (Four)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 90% of all Jumpstart Academy Teachers will be familiar with the Common Core Standards and articulate their use in their classrooms as measured by professional development agenda and attendance.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Common Planning Professional Development • Classroom Observations • Teacher Teams will re-design curriculum to incorporate standards • Teacher Teams will model lesson plans that incorporate the standards • Assistant Principal Modeling
<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>Title I Professional Development</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Curriculum will incorporate common core standards • All spring semester lesson plans will highlight common core standards in each lesson. <p>Projected Gains : 90% of all teachers in the Jumpstart Academy will be familiar with the common core standards and be able to describe how they have changed their lesson planning and assignments to reflect the core standards.</p>

SECTION VI: ACTION

Subject/Area (where relevant): Jumpstart Academy (Five)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 100% of all Annex teachers will be using qualitative and quantitative data to differentiate their lessons.</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"> • Use of school wide initial assessments, acuity and interim assessments. • Professional development on the use of ARIS by teachers. • Professional development on the use of an individual education plan. • Progress Reports • Student Action Plans
<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>Title I Professional Development</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increased use of ARIS as logged in by teacher time. • Review of organized teacher binders. • Increased student achievement • Organization of Individual Instruction Plans for each student <p>Projected Gains : - 100% of all teachers in the Jumpstart Academy will be using ARIS and keeping individual logs on all their students by June 2011. - Mastery of differentiated instruction. - Increased marking period grades.</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Newcomers Program ELL (Two)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011</p> <ul style="list-style-type: none"> • To increase student attendance from 80% to 82% by June 2011 as measured by ATS reports.
<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>From September 2010 to June 2011</p> <ul style="list-style-type: none"> • ESL and Bilingual teachers will have a common planning period to discuss student’s progress, analyze data and share best practices for ELL students • Require teachers to monitor student’s attendance in their classes. • Teachers will use ARIS to identify and group students that have high absenteeism in the previous years • To have a Bilingual Outreach pedagogy in charge of parental outreach in Spanish, Bengali and English. • The creation of an incentive program for students that have 90% attendance. • The inclusion of attendance in teachers’ observations reports. • Discuss attendance in monthly parental meeting. • Parental conferences and phone intervention by the parent outreach SLC team.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Projected gain 2% increase <p><i>Instrument of measure</i></p> <ul style="list-style-type: none"> • Attendance Reports • Credit Accumulation • Grades on Report Cards

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Newcomers Program ELL (Two)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011</p> <ul style="list-style-type: none"> • To increase to 65% the number of 10th and 11th grade students earning 10 or more credits by June 2011, as measured by student scholarship report.
<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"> • From September 2010 to June 2011 • ESL and Bilingual teachers will have a common planning period to discuss student’s progress, analyze data and share best practices for ELL students improving motivation in classes. • To provide additional opportunities for ELL students to obtain credits through <ul style="list-style-type: none"> • Extended Day Programs • Title III Saturday Academy • Credit Recovery Program • APEX • Achieve 3000 Reading and Writing Classes • Tutoring to improve content knowledge • Extracurricular activities as sports, clubs and trips • Destination Math and SIFE Classes • Use data to differentiate instruction to meet all students needs • Funding for during school time, after-school and Saturday tutoring. • Title III • SIFE Grant
<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>	

Indicators of Interim Progress and/or Accomplishment

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

Instrument of measure

- **Attendance Reports**
- **Credit Accumulation**
- **Grades on Report Cards**

Subject/Area (where relevant): Newcomers Program/ELL (Three)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011</p> <ul style="list-style-type: none"> • To increase by 5% the passing rate of test scores of 65 or higher for all Regents Exams by June 2011.
<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>From September 2010 to June 2011</p> <ul style="list-style-type: none"> • To offer tutoring to all students • To create after school classes that addresses Regents Review. • To provide differentiated instruction through programs as Achieve 3000, Destination Math, and Visual Learning in Science. • To use Classroom, Inc. reading and writing simulation in ELA, ESL Advanced and ESL Transitional classes. • To have NLA SIFE Classes. • To use Achieve 3000 in all ESL LAB Classes. • To provide Professional Development in QTEL (Quality Teaching for English Language Learners) in Math, Science and Social Studies • To Align NLA with ELA instruction and Assessment
<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>	<ul style="list-style-type: none"> • Office of Schools Improvement • Grants as Achieve Now, SIFE and others. • High Schools That Work • Title III • Title I
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review ;instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress</p> <ul style="list-style-type: none"> • English and Math Acuity • Achieve 3000 Reading Levels Assessments • Portfolios • Pearson Periodic Assessment • Performance Series

SECTION VI: ACTION PLAN

Newcomers Program/ELL (Four)

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</p> <p>To expose and provide professional development to 90% of teaching staff on the Common Core Standards by June 2011, as measured by professional development agenda and attendance.</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>From September 2010 to June 2011</p> <p>To attend Professional Development offered by:</p> <ul style="list-style-type: none"> • Office of Language Learners • High Schools That Work • JAHS Professional Development Committee • Knowledge Network • BETAC • Classroom, Inc. • Common Planning Time • UFT Teacher Center <p>Responsible staff: Teachers, SLC Director, Assistant Principals, UFT Teacher Center Representative</p>
	<ul style="list-style-type: none"> • Office of Schools Improvement • High Schools That Work • Title III • SIFE Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress</p> <ul style="list-style-type: none"> • Classroom Observations • Curriculum Mapping

SECTION VI: ACTION PLAN

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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011</p> <p>To increase to 100% the use of qualitative and quantitative data among administration and teachers by June 2011.</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>From September 2010 to June 2011</p> <ul style="list-style-type: none"> • To provide professional development during Common Planning Time & after school in: • ARIS • Pearson Periodic Assessments, ACUITY • Data on ATS Reports as RNMR, RYOS, RLER, DNLO and others. • NYSESLAT & LABR • ELE Exams • Achieve 3000 <p>In addition all members of the program will participate in Collaborative Inquiry work to improve student performance in attendance, credit accumulation, NYSESLAT results, Regents exams, and graduation rate.</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>	<ul style="list-style-type: none"> • Schools That Work • Office of Language Learners • Office of School Improvement
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress</p> <ul style="list-style-type: none"> • Classroom Observations • Snapshots • Common Planning discussions every week • Portfolios, journals, presentations and reader’s notebook • Grade Reports • Credit Accumulation • Grades on Regents <p>Projected gains</p> <p>To Increase by 5%</p>

- | | |
|--|--|
| | <ul style="list-style-type: none">• the percentage of attendance• Percentage of students graduating• Scholarship reports |
|--|--|

SECTION VI: ACTION PLAN

Newcomers Program/ELL (Six)

.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</p> <ul style="list-style-type: none"> • To increase the graduation rate to 70% by June 2011, as measured by ATS reports.
<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>From September 2010 to June 2011</p> <ul style="list-style-type: none"> • To identify Long Term ELLs using ATS Report RYOS and RNMR • To create Reading and Writing class for Long Term Ells using Achieve 3000 • To offer extended day and tutoring during and after school • To continue College Now ESL Classes using Science and Social content areas to develop ELL’s language skills. • The creation of an incentive program for students that graduate on time. • The Assistant Principal in charge of this area will work closely with counselor in analyzing data and patterns of ELLs. • To provide monthly In addition providing all additional support necessary. • To discuss progress, attendance and students work during common planning time among the teachers in the Newcomers Program. • Class trips to higher learning institutions to create higher expectations and engage low motivated students. • Parental Outreach by teachers, coordinators, counselors, deans and Principal in charge.
<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>	<ul style="list-style-type: none"> • Title III :Parental Outreach, Classes After school, Tutoring Program, Incentive Activities SIFE Grant: SIFE classes, Achieve 3000, Destination Math, Science Visual Learning and Project Based Class in NLA class • To providing professional development in differentiated instruction, scaffolding, coaching, and rigorous approach to engage all students.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress</p> <ul style="list-style-type: none"> • Assemblies • Marking Period Grades • Midterm and Final Examinations • Progress reports with short and long term goals • Attendance records

	<ul style="list-style-type: none"> • Credit Accumulation on Transcripts by the end of each semester • NYSESLAT and LAB R general scores and skills scores • Periodic Assessment • New York State Regents Examinations in January and June 2009. • Observations • Snapshots • Common Planning discussions every week • Portfolios, journals, presentations and reader’s notebook <p>Projected gains</p> <p>To Increase by 5%</p> <ul style="list-style-type: none"> • the percentage of attendance • Percentage of students graduating • credit accumulation • Percentage of students attending college • Parental involvement • Reduce the dropout rate including the Latino population • Diminishing the gap between the female and male genders
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SECTION VI: ACTION PLAN

Subject/Area (where relevant): Media Communication Arts (One)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student attendance from 80% to 82% by June 2011 as measured by ATS reports.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers, the AP, the Guidance Counselor, and the SLC Director will work in collaboration during Common Planning Time to analyze data through ARIS and discuss individualized student needs to promote student success. • Parental outreach by phone calls, letters and conferences will strengthen the Collaborative Inquiry to promote attendance within the SLC. • Members of the SLC actively clearing the halls each period to ensure students attend class.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Common Planning Time each day during the week in the SLC allows for phone calls, guidance conferencing, student discussion, professional development, and data analysis. • Support from our attendance teachers through ATS will further satisfy the needs of the students.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Daily attendance will be monitored by teachers. • Weekly Collaborative Inquiry and data analysis through ARIS & ATS will assist in ongoing review. • Timely hallway clearance by the SLC team members each period, every day will ensure improved attendance.

Subject/Area (where relevant): Media Communication Arts (Two)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase to 65% the number of 10th and 11th grade students earning 10 or more credits by June 2011 as measured by student scholarship report.</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"> • Teachers will implement differentiated instruction in their classes to provide all students with the greatest potential to pass their classes. • SLC Common Planning Time will offer the opportunity for teachers to discuss individualized students progress and plans for improvement. Data analysis will provide opportunities for credit accumulation, Academic Intervention Services, and Guidance Counseling. • Tutoring will be offered through the SLC Common Planning Time.
<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>	<ul style="list-style-type: none"> • Professional Development for members of the MCA SLC in data analysis and differentiated instruction will be provided by the UFT Teacher’s Center and the Knowledge Network.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Scholarship reports at the end of each marking period will indicate that 65% of the 10th and 11th grade students in the Media Communication Arts Small Learning Community will pass all of their scheduled classes by June 2011.

Subject/Area (where relevant):

Media Communication Arts (Three)

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase by 5% the passing rate of test scores of 65 or higher for all Regents exams by June 2011.
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>	<ul style="list-style-type: none">• Collaborative Inquiry through ARIS analysis will identify the needed Regents exams for each student.• Students will be notified of their scheduled exams and offered tutoring by members of the SLC.• Data analysis will provide specific focus on the lowest third for improvement by one performance level.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none">• Professional Development for data analysis and instruction of Regents exam preparation through differentiated instruction will be provided by The UFT Teacher’s Center and the Knowledge Network.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none">• Regents’ results in June 2011 will reflect a 75% passing rate of the Media Communication Arts students in their scheduled Regents exams.

Subject/Area (where relevant): Media Communication Arts (Four)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To expose and provide professional development to 90% of teaching staff on the Common Core Standards by June 2011, as measured by professional development attendance and agenda.</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"> • Professional Development will be provided to all of the teachers in the Media Communication Arts Small Learning Community by the UFT Teacher’s Center and the Knowledge Network on a regular basis. • Follow-up strategies and best practices will be shared by teachers during Common Planning Time each week.
<p>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>	<ul style="list-style-type: none"> • Scheduled professional development sessions will be offered to the entire staff through the UFT Teacher’s Center. • Teachers and Assistant Principals will receive regular professional development from the Knowledge Network.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Classroom observations will reflect lessons aligned with the Common Core Standards through the Skill of the Week in all classes by June 2011.

Subject/Area (where relevant):

Media Communication Arts (Five)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase to 100% the use of qualitative and quantitative data among administration and teachers by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Members of the Media Communication Arts Small Learning Community (teachers, AP, Guidance Counselor, Director, and parents) will participate in Collaborative Inquiry to improve student performance in attendance, credit accumulation, Regents exams, and graduation. • The inquiry process will identify students in need of Academic Intervention Services, Guidance Counseling, credit accumulation and Regents exams.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Collaborative Inquiry will be made by members of the Media Communication Arts Small Learning Community during Common Planning Time with the use of ARIS and other qualitative and quantitative data. • On-going professional development will be offered by the UFT Teacher’s Center and the Knowledge Network.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Daily classroom data analysis by teachers, weekly Collaborative Inquiry through ARIS, attendance reports from ATS, scholarship reports at the end of each marking period, and Regents results will provide continued data analysis necessary to support the students of the Media Communication Arts Small Learning Community in their needs to graduate.

Subject/Area (where relevant):

Media Communication Arts (Six)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To measurably increase the graduation rate to 70% by June 2011, as measured by ATS reports.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The AP, Guidance Counselor and Director will identify the Cohort M students in the MCA • SLC and orchestrate an assembly with our AP of Data & Accountability and the College Counselor to provide transcripts and college application information to the students. • Individualized student action plans will be developed to ensure necessary credit accumulation and Regents exam success required to graduate. • Follow-up measures will be taken at weekly SLC CPT to provide on-going data analysis.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Professional Development by the UFT Teacher’s Center and the Knowledge Network in data analysis will allow for information to be disseminated to students and parents through ARIS to ensure their timely graduation.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Scholarship reports at the end of each marking period and Regents results at the end of each term will provide benchmark evidence that 63% of the Cohort M students in the Media Communication Arts Small Learning Community will graduate by June 2011.

SECTION VI: ACTION PLAN

Subject/Area (where relevant):	Queens Business Institute (One)
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase student attendance from 80 % to 82% by June 2011 as measured by ATS attendance reports.</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>Targeted Population: Students in grades 9-12</p> <ul style="list-style-type: none"> • Require teachers to monitor student’s attendance in their classes by 9/11 • Establish an early intervention program by speaking with students, having them sign a late book, making phone calls and sending letters home by 9/11 • Enter the Excessively-Late or Excessively-Absent comment on the report card of regularly late or absent students by 9/11 • Require teachers to keep a log of all attempts made to increase attendance by 9/11 • The inclusion of students attendance in teachers’ observations by 9/11 • Include the attendance criteria in the department grading policy and student’s contract by 9/11 • Principal, QBI AP, QBI Teachers, Guidance Counselors
<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>	<ul style="list-style-type: none"> • Teachers’ per-session through Tax Levy, Title I, Title II and Title III funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Lower dropout rate and higher classroom attendance.

SECTION VI: ACTION PLAN

Subject/Area (where relevant):	Queens Business Institute (Two)
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Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase to 65% the number of 10 th and 11 th grade students earning 10 or more credits by June 2011, as measured by students’ scholarship report.
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>Targeted Population: 9th and 10th grade students with emphasis on lowest third.</p> <ul style="list-style-type: none"> • Provide students with alternative teaching strategies such as portfolio and project based assessments • Schedule students to credit recovery and credit bearing classes or program them into the Achieve Now program. • Provide students with tutoring during school time, after-school and Saturday by 10/01 • Implement Cooperative Group learning strategies and provide students with in class practice time in order to improve instruction and to actively engage the students in the lesson by 9/10 • Use data to differentiate instruction to meet the students needs by 9/10 • Principal, QBI AP, QBI Teachers, AP Organization, Guidance Counselors, Program Chair.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Funding for during school time, after-school and Saturday tutoring
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Students passing their class exams and quizzes • Higher percentage of students passing their classes.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Queens Business Institute (Two)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase by 5% the passing scores of 65 or higher on all Regents Examinations by June 2011.</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>Targeted Population: Students in grades 9-12</p> <ul style="list-style-type: none"> • Program students to Regents classes by 9/11 • Provide students with Regents tutoring in order to prepare them for the Regents exams by 9/11 • Differentiate instruction in the classroom in order to increase students’ chances of passing the Regents exam by 9/11 • Use actual Regents questions while teaching the lesson and assign students Regents questions for homework by 9/11 • Provide students with mock Regents exams to familiarize them with the format of the exams by 9/11 • Principal, QBI AP, QBI Teachers, AP Organization, Guidance Counselors, Program Chair.
<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>	<ul style="list-style-type: none"> • Funding for after school tutoring
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Higher percentage of students passing the Acuity ITA and Predictive exam and the actual regents exams

SECTION VI: ACTION PLAN

Subject/Area (where relevant):	Queens Business Institute (Four)
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To expose and provide professional development to 90% of teaching staff on the Common Core Standards by June 2011, as measured by professional development attendance and agenda.</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>Targeted Population: Queens Business Institute Teachers</p> <ul style="list-style-type: none"> • Work closely with the UFT Teacher center to run workshops on Common Core Standards for teachers during and after school by 9/10 • Send teachers to the DOE run Common Core Standards workshops by 9/10 • Run study groups and monthly departmental and faculty meetings on Common Core Standards by 9/10 • Principal, QBI AP, QBI Teachers, AP Organization, Program Chair.
<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>	<ul style="list-style-type: none"> • Funding for running after school workshops • Funding for class coverage • Funding to cover the cost of DOE run workshops.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers are using differentiated instruction and cooperative group learning in teaching. • Students are engaged in the day’s lesson • A decrease in the number of unsatisfactory observations

SECTION VI: ACTION PLAN

Subject/Area (where relevant):	Queens Business Institute (Five)
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase to 100% the use of quantitative and qualitative data among administration and teachers by June 2011.</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>Targeted Population: Queens Business Institute Teachers</p> <ul style="list-style-type: none"> ● Send teachers to staff development on how to use ARIS by 9/10 ● Run professional development on how to use EXCEL to manipulate data by 9/10 ● Conduct workshops on how to use mail merge in order to send progress reports and letters home by 9/10 ● Show teachers how ARIS can be effectively used to differentiate instruction in the classroom by 9/10 ● Provide teachers with access to ATS to check students’ period attendance by 9/10 ● Principal, QBI AP, QBI Teachers, AP Organization.
<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>	<ul style="list-style-type: none"> ● Funding for running after school workshops ● Funding to cover the cost of DOE run workshops.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● Teachers are using data to increase attendance and to differentiate instruction

SECTION VI: ACTION PLAN

Subject/Area (where relevant):	Queens Business Institute (Six)
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the graduation rate to 70% by June 2011, as measured by ATS reports.</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>Targeted Population: Students in the 12th grade and students who failed or never sat for the Regents exam.</p> <ul style="list-style-type: none"> ● Placement of students in reduced class sizes (Including ELL and ISS students) by 9/10 ● Reduce student-teacher ratio enabling small group and individualized instruction based on teacher’s assessed needs of students by 9/10 ● Program students who failed their Regents exams into Regents classes by 9/10 ● Provide students with individualized instruction based on assessed needs by 9/10 ● Provide students with after-school / Saturday support (Levels 1 and 2, Including ELL and ISS Students) by 9/10 ● Provide skills driven tutoring based on assessed student needs by 9/11 ● Principal, QBI AP, QBI Teachers, AP Organization, Guidance Counselors, Program Chair.
<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>	<ul style="list-style-type: none"> ● Funding for reduced class sizes ● Per-session money for tutoring
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● Students will pass the teacher made exams, midterms and finals and the actual January and June Regents examinations.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Justice, Law, International Studies (One)

<p>Annual Goal <i>Goals should be SMART –e, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • To increase SLC’s student attendance 10% by June 2011, as measured by ATS attendance report.
<p>Action Plan Specific, Measurable, Achievable <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"> • Teachers will provide parental outreach as part of their weekly common planning time • Teachers will make referrals to tutoring/mentoring team • Teachers will discuss student progress in attendance during small learning community meetings • Teachers will send parents/guardians letters and progress reports periodically • Teacher teams will analyze student attendance data during common planning time • Teacher team will refer at risk attendance students to guidance counselors
<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>	<ul style="list-style-type: none"> • Tutoring/Mentoring Team will meet in small learning community meetings weekly • Data updates from HSST and ATS on students attendance performance • One day of SLC meetings will be used exclusively for parental outreach.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Overall law attendance will increase 5% by January 2011 • At risk attendance students will increase 5% by January 2011 • Individual class attendance will increase 5% by January 2011 • Overall law attendance will increase 10% by June 2011 • At risk attendance students will increase 10% by June 2011 • Individual class attendance will increase 10% by June 2011

Subject/Area (Justice, Law, International
Studies (Two)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of law students that achieve 10 or more credits by June 2011, as measured by student scholarship reports.</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"> • SLC will provide grade level assemblies to keep students abreast of their marking period progress, credits achieved, and graduation requirements • Teachers will send letters and progress reports at the end of each marking period • Teachers will mentor at risk students • Teachers will analyze student data during common planning time and in informal discussion on a daily basis • Event planning team will develop a calendar of student activities, incentive system, and extracurricular activities community wide to promote student success and ownership • Teachers will be updated weekly on target population student performance from the Tutoring /Mentoring team • Teacher teams will monitor target subgroups throughout the learning community and provide intervention when necessary
<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>	<ul style="list-style-type: none"> • Assemblies • SLC Meetings period 6 and 7 • Misc. student activities (culture fair, moot court, model un, etc.)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Projected graduation rate will increase 5% for the Law SLC’s cohort M by January 2011 • Subgroup credit accumulation will improve 5% by January 2011 • Graduation rate will increase 10% for the Law SLC’s cohort M by June 2011 • Subgroup credit accumulation will increase 10% by June 2011

**Subject/Area (where relevant): Justice, Law, International
Studies (Three)**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the passing scores of 65 or higher on all Regents examinations 5% by June 2011</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"> • SLC will provide grade level assemblies to keep students abreast of their marking period progress, credits achieved, and graduation requirements • Teachers will send letters and progress reports at the end of each marking period • Teachers will mentor at risk students • Teachers will analyze student data during common planning time and in informal discussion on a daily basis • Event planning team will develop a calendar of student activities, incentive system, and extracurricular activities community wide to promote student success and ownership • Teachers will be updated weekly on target population student performance from the Tutoring /Mentoring team • Teacher teams will monitor target subgroups throughout the learning community and provide intervention when necessary
<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>	<ul style="list-style-type: none"> • Assemblies • SLC Meetings period 6 and 7 • Misc. student activities (culture fair, moot court, model un, etc.)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increase the passing scores of 65 or higher on all Regents examinations 2.5% by January 2011 • Increase the passing scores of 65 or higher on all Regents examinations 5% by June 2011

Subject/Area (where relevant): **Justice, Law, International
Studies (Four)**

Annual Goal

*Goals should be SMART – Specific,
Measurable, Achievable, Realistic, and
Time-bound.*

**All SLC teachers will be exposed and proficient in the Common Core Curriculum
Standards by June 2011.**

<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"> • Teachers will be exposed to professional development in the Common Core Curriculum Standards periodically throughout the year. • Teachers will see the progression of the Common Core Curriculum standards
<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>	<ul style="list-style-type: none"> • Professional development • SLC Meetings period 6 and 7
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers will show their knowledge of the Common Core Curriculum Standards by increased content curriculum alignment in curriculum maps, unit plans, and lesson plans • All teachers in the SLC will incorporate lesson plans with Common Core Curriculum Standards alignment by January 2011 • Teachers will complete sample unit plan and/or curriculum map with Common Core Curriculum Standards alignment by January 2011

Subject/Area (where relevant): Justice, Law, International

Studies (Five)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>100% of the SLC teachers will use quantitative and qualitative data by June 2011.</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">• Teachers will create target population ARIS groups utilizing both quantitative and qualitative data• Teacher will document student trends and provide differentiated instruction based on data• Teachers will blog trends on ARIS community/ Inquiry space• Teachers will assess if their differentiation is successful through the use of benchmark assessments

<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>	<ul style="list-style-type: none"> • SLC Meetings period 6 and 7 • Professional Development • Inquiry Process Development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 90% of SLC teachers will utilize quantitative and qualitative data correctly by January 2011. • 100% of SLC teachers will utilize quantitative and qualitative data correctly by June 2011. • 90% of SLC teachers will blog student talk, teacher team progress, and/or student trends on ARIS community/ Inquiry space by January 2011. • 100% of SLC teachers will blog student talk, teacher team progress, and/or student trends on ARIS community/ Inquiry space by January 2011.

Subject/Area (where relevant): Justice, Law, International Studies (Six)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the graduation rate to 70% or higher by June 2011, as measured by ATS reports.</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"> • Student talk discussions through small learning communities • Teachers will monitor student progress and maintain data of student performance in classes • SLC will promote incentive systems community wide to encourage students to achieve success • Teacher teams will monitor target subgroups throughout the learning community and provide intervention when necessary • Event planning team will implement an incentive system throughout the learning community • Teachers will be updated weekly on target population student performance from the Tutoring /Mentoring team
<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>	<ul style="list-style-type: none"> • SLC Meetings period 6 and 7 • Teacher team meetings • Assemblies

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

- **Projected graduation rate will increase 2.5% by January 2011**
- **Increase student tutoring/mentoring attendance by 25% by January 2011**
- **Projected graduation rate will increase 5% by June 2011**
- **Increase student tutoring/mentoring attendance by 50% by June 2011**

SECTION VI: ACTION PLAN

Subject/Area (where relevant):	<i>Environmental, Science, and Research Institute (One)</i>
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<p>Annual Goal Goals should be <i>SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase student attendance from 80% to 82% by June 2011 as measured by ATS reports.</p>
<p>Action Plan Include: <i>actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Targeted Population: Students in grades 9-12</p> <ul style="list-style-type: none"> ● Requiring teachers to review the grading policy and student contract in all classes at the beginning of the school year. ● Including attendance criteria in the grading policy and student’s contract ● Individual program planning by counselors ● Taking immediate actions such as contacting parents, conducting teacher- student conferences, guidance counselor-student conferences, parent-guidance counselor- student conferences if the absence/ lateness/ or non attending certain classes trend is identified. ● Make students accountable for their attendance ● Requiring teachers to monitor student’s attendance and implement early intervention practices by speaking to students, having them sign the late book, making phone calls and sending letters home ● Make teachers accountable for t students’ presence in their classes. ● Requiring teachers to keep log of all attempts made to increase attendance ● Conducting hall sweeps in teams that consist of School Safety, SLC members, Deans, School Aide, and Administration. ● Analysis of student attendance data during the SLC CPT meetings and development of action plan ● Identification of at- risk attendance students using HSST and ATS, parental outreach, and progress monitoring

<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>	<ul style="list-style-type: none"> • Teachers’ per-session through Tax Levy, Title I, Title II and Title III funding • High Schools That Work
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Lower dropout rate • Decrease the In-School Truancy • Meeting the grade level requirements in credit accumulation • Daily attendance reports • Reduced lateness to classes

SECTION VI: ACTION PLAN

Subject/Area (where relevant):	<i>Environmental, Science, and Research Institute (Two)</i>
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Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	All teachers in the SLC will be able to use and analyze qualitative and quantitative data by June 2011
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>Targeted Population: Environmental Studies and Research SLC teachers</p> <ul style="list-style-type: none"> • Conduct regularly scheduled interdisciplinary meetings with teachers to discuss curricula and students’ progress. • On-going professional development utilizing the UFT Teacher Center resources and the SLC CPT time • Development of the SLC Professional Development calendar and homepage • Formative and summative assessment analysis using the Item Analysis technique • Student work analysis • Development of the Individualized Action Plan for each student based upon their performance in different subjects • Student Transcripts analysis • Collaborative Inquiry Team work
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Providing a work area for teachers to meet and discuss students’ progress. • Funding for a school aide to assist in parental contact • Proper scheduling and programming (teachers and students) • PD for teachers • UFT Teacher Center • Knowledge Network
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Students are in class studying. • All teachers use ARIS and other resources to evaluate students’ progress and develop an action plan • Progress Reports analysis every marking period • Individualized Action Plans with regular update

	<ul style="list-style-type: none">• Increased student performance• Scholarship reports
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SECTION VI: ACTION PLAN

Subject/Area (where relevant):	Environmental, Science, and Research Institute (Three)
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop and utilize individualized professional development plans for all members of the SLC</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>Targeted Population: Teachers, Guidance Counselors</p> <ul style="list-style-type: none"> ● Professional Development Sessions every Monday during the SLC CPT ● Collaborative Team meetings weekly to discuss various professional topics ● Student work analysis ● Discussion of best teaching practices with the follow- up recommendations for all members of the SLC ● Professional Development sessions though the UFT Teacher Center, High Schools that Work, and other professional organizations.
<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>	<ul style="list-style-type: none"> ● Staff development money for teachers to learn how to obtain and use data, and incorporate it into daily lessons ● Staff development money for teachers to write interdisciplinary curricula and develop interdisciplinary projects/ research programs ● Knowledge Network ● High Schools that Work ● UFT Teacher Center
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● Raised Quality of teaching ● Snap Shots ● Classroom observations ● Raised student performance ● CPT discussion of the best teaching practices with examples and recommendations

	<ul style="list-style-type: none">• PD for teachers by AP, SLC director, UFT Teacher Center, and outside organizations
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SECTION VI: ACTION PLAN

Subject/Area (where relevant):	<i>Environmental, Science, and Research Institute (Four)</i>
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Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase by 5% the number of students earning 10 or more credits by June 2011 as measured by student scholarship report.
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>	<ul style="list-style-type: none"> • Discuss individualized students progress and create action plans to help students to pass classes • Provide students with the information about various study programs and encourage them to enroll in these programs • Encourage students to take higher level classes in addition to the required ones • Invite students to the SLC common planning time meetings and work with them as a team • Inform parents about students’ progress by making phone calls, sending Progress Reports, and arranging parent- student- teachers conferences • Guidance counselors monitor students progress regularly, arrange meetings with students and their parents, program students adequately in accordance with their needs • Target the off- track students and provide them with all the opportunities to increase the number of credits accumulated • Monitor target subgroups, plan and provide active intervention as needed • Offer an in-school and after school tutoring to help students to pass their classes and prepare for Regents Exams • Inquiry team work
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Funding for after school tutoring • Per session money for tutoring and make-up labs • Professional Development sessions for teachers

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

- **Scholarship reports by marking periods**
- **Student Transcript evaluation**
- **Credit accumulation by the grade level**

SECTION VI: ACTION PLAN

Subject/Area (where relevant):	<i>Environmental, Science, and Research Institute (Five)</i>
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Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To measurably increase the graduation rate to 65% by June 2011, as measured by ATS reports.
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>	<ul style="list-style-type: none"> • Conduct an Introductory Assembly for each grade level • Identify students in cohort M, evaluate their transcripts and develop an individualized action plan • During the SLC CPT meetings conduct an on-going data analysis as a part of the follow-up process • Conduct information sessions about the graduation requirements by the grade level • Conduct Transcript evaluation and, in collaboration with students, develop an action plan for each student in order to accumulate required number of credits for graduation on time • Monitor students’ progress regularly • Enroll students in the credit accumulation and credit bearing programs • Offer tutoring in every subject area during the school day and after school as well • Schedule and conduct small group conferences involving parents, teachers, SLC director, guidance counselor, and Assistant Principal as necessary
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Teachers’ per session through Tax Levy, Title I, title II, title III funding • Professional Development by the UFT Teacher Center • Renew resources for laboratory activities, demonstration, differentiated instructions • Review books and activity books utilization • Educational software • Funding to conduct the SLC assemblies and other activities
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Scholarship reports with the follow- up analysis 6 times a year • Regents results by the end of each semester

SECTION VI: ACTION PLAN

Subject/Area (where relevant):	<i>Environmental, Science, and Research Institute (Six)</i>
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Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase by 5% the passing rate of test scores of 65 or higher for all Regents Exams by June 2011.
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>	<ul style="list-style-type: none"> • Provide parents and students with the information about the regents graduation requirements • Utilize ARIS information and identify Regents Exams deficiency for each student. • Based on data develop study plans and Regents Exams schedule for all students in the SLC • SLC wide tutoring in all subjects • During CPT conduct discussion about the best teaching practices and the way of implementing these practices in lessons • Diagnostic Tests • Implement individualized instructions based on the Item Analysis and Progress Reports • Monitor the off- track students • Schedule and conduct conferences with students as needed • To help students better understand the concepts and information presented during the class periods more visual aids and technology will be utilized in every class • Monitor student attendance
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Funding for SLC assemblies and other activities • Funding for after school tutoring • Various PD sessions for teachers • Equipments and materials for different subjects • Support from the High Schools that Work • Tax Levy
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • All students comply with the regents requirements for graduation • More students taking regents exams in different subjects • Credit accumulation • The majority of Cohort M students will meet graduation requirements

SECTION VI: ACTION PLAN

Subject/Area (where relevant): *Science*

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To utilize departmental data to increase student performance in science classes and bring up the passing % in all science regents examinations</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"> • Provide parents and students with the information about the science and regents graduation requirements • Utilize ARIS information to identify Regents Exams deficiency for each student. • Based on data develop study plans for students in different sciences as needed • Provide school- wide tutoring in all sciences • During the department meeting and small group meetings conduct discussion about the best teaching practices and the way of implementing these practices in lessons • Develop, conduct , and analyze Diagnostic Tests, summative and formative assessments • Implement individualized instructions based on the Item Analysis and Progress Reports • Monitor the off- track students • Schedule and conduct conferences with students as needed • To help students better understand the concepts and information presented during the class periods more visual aids and technology will be utilized in every class • Monitor student attendance • Implement differentiated instruction, cooperative learning, and Bloom’s Taxonomy in daily lessons • Implement alternative assessments • Use ARIS to group students adequately to allow for various strategies and defining specifically group dynamics to lead successful learning process • Parental outreach
<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>	<ul style="list-style-type: none"> • Funding for after school tutoring • Various PD sessions for teachers • Equipments and materials for different subjects • Support from the High Schools that Work • Tax Levy

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

- **All students comply with the regents requirements for graduation**
- **More students taking regents exams in different subjects**
- **All students comply with the science credits accumulation requirements**
- **The majority of Cohort M students will meet graduation requirements**

Subject/Area (where relevant):

Health & Sports Careers (One)

<p>Annual Goal</p>	<ul style="list-style-type: none"> To increase student attendance from 80% to 82% by June 2011 as measured by ATS attendance reports.
<p>Action Plan School Goal #1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i> 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>Target Population: Students in SLC Actions:</p> <ol style="list-style-type: none"> 1. Use ARIS to target 5 students in each class with poor attendance for regular monitoring by teachers. 2. Conference with those students and any others absent and/or unprepared. 3. Make phone calls, send letters home for those students as needed. 4. Present certificates to students who achieve perfect attendance. 5. Offer increased electives <ul style="list-style-type: none"> <i>Responsible Staff: Assistant Principals ,teachers, Parent Coordinator, Attendance Improvement team</i>
<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>	<ul style="list-style-type: none"> Providing a work area for teachers to meet and discuss students’ progress. Training in ARIS Proper scheduling and programming (teachers and students) to enable optimal course selection by students.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> September 2010 - June 2011 Number of phone contacts made by teachers increases by 10%. Monthly attendance report shows increased attendance by 5% Incremental increase in attendance. Each quarter

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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase by 5% the passing rate for all Regents Examinations by June 2011.</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"> • Students will be interviewed either by Guidance counselor, teachers, or Assistant Principal to assure that all students are preparing for their regents. • Health and Sports career is offering tutoring on Tuesdays ninth period. • John Adams also offers a regents prep class in each subject area prior to the regents each term. • Staff- AP of Health and Sports careers, teachers, and guidance counselors
<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>	<ul style="list-style-type: none"> • Tutoring for students • Regent prep classes • Funding for reduced class sizes • Per-session money for tutoring
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • September 2010 - June 2011 • Passing Regents with a 65 or better.

SECTION VI: ACTION PLAN

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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To expose and provide professional development to 90% of teaching staff on the Common Core Standards by June 2011 as measured by schedule and attendance of Professional Development.</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"> • The staff members must have a written differentiated instruction piece written into their lesson plan. Core Standards must be followed. • During common planning time teachers will be able to work with one another on planning for differentiated instruction. 	<ul style="list-style-type: none"> •
<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>	<ul style="list-style-type: none"> • Common planning time professional development weekly workshops • Per-session funding for professional development 	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • September 2010 - June 2011 • Observations • Walk through • Snap shots 	

SECTION VI: ACTION PLAN

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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • To increase to 100% the use of qualitative data among administration and teachers by June 2011 as measured by ARIS participation.
<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"> • Teachers will utilize ARIS when planning lessons. • Teachers will evaluate students progress and compare previous performance via ARIS • AP of Health and Sports careers, teachers, and guidance counselors
<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>	<ul style="list-style-type: none"> • Per-session for training in ARIS • Increase the amount of computers for staff members in the building • Title I funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Continuously • Using ARIS teachers can compare student’s progress.

SECTION VI: ACTION PLAN

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase to 65% the number of 10th and 11th grade students earning 10 or more credits by June 2011 as measured by student scholarship reports.</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>Target Population: all new SLC students Actions: Counselors will schedule —meet and greets with parents of their SLC. Progress Reports between report cards will be utilized to monitor student achievement. Common Planning Time and Kid Talk —plans will be implemented and utilized by counselors and staff. Utilize staff to make daily contact with parents of ninth graders who demonstrate outstanding behavior. Opportunities to honor achievement will be provided. Use of Student of the Month awards as student motivation. Use of electronic progress reports sent to parents</p> <p>Responsible Staff: Counselors, House Coordinators, AP Programming,</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>	<ul style="list-style-type: none"> • Creative scheduling • Creation of new classes • Title I funding • Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • September 2010 - June 2011 • Evaluating transcripts and reviewing progress of students through report cards and teacher progress reports.

Subject/Area (where relevant):

Health & Sports Careers (Six)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • To measurably increase the graduation rate to 65% by June 2011, as measured by ATS reports.
<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"> • Students will be interviewed either by Guidance counselor teachers, or Assistant Principal to assure that all students are preparing for Graduation. • Guidance Counselor will interview all students preparing to graduate to inform them of the status. • A SLC Senior Assembly will be held October 2010 and April 2011. Parents will be informed of there child’s progress towards graduation. • AP of Health and Sports careers, teachers, and guidance counselors.
<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>	<ul style="list-style-type: none"> • Tax Levy • Title I funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Continuously • Evaluating transcripts and reviewing progress of students through report cards and teacher progress reports.

SECTION VI: ACTION PLAN

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student attendance from 80% to 82% by June 2011 as measured by ATS reports.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Incorporate incentives as well as a behavior intervention plan and the instructional program for perfect monthly attendance such as, homework passes and pizza parties. • Conduct guidance intervention conferences with students, parents, teachers and support staff in order to identify concerns, develop strategies and monitor student progress. • Conduct automated outreach to students and parents by the school phone master and request home visits by attendance personnel as appropriate. • Each teacher will maintain a weekly log sheet that records student attendance, outreach, telephone calls, and/or mailings. • A Dean’s sheets will be implemented for students with attendance issues. • A monthly attendance graph is displayed in the department to show attendance growth.
<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>Implications will be made in the</p> <ul style="list-style-type: none"> • Budget • staffing • training • Scheduling of incentives and programs.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Performance Attendance Report statistics, progress reports six times annually, scholarship statistics each marking period. • Daily attendance reports on individual students who display attendance issues. • Visual Graphic chart displaying attendance each month for grades 9-12 <p>Projected Gains:</p> <ul style="list-style-type: none"> • Increased positive parental contact • Reduction in student truancy and lateness

SECTION VI: ACTION PLAN

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 5% the passing rate of test scores of 65 or higher for all Regents Examinations by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will attend professional development in order to provide the best possible measures to ensure the passing of the RCT and Regents Examinations. • Teachers will obtain and create Practice RCT and Regents Exams. • Tutoring Sessions will be provided across the curriculum – group and individual • Students will utilize On-line Regents Review Courses and teacher prepared review websites. • Teachers will utilize Differentiated Instruction in order to meet all the learning styles and academic needs of their classroom students. • All students will receive their accurate test modifications according to each individual mandated IEP.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Maximizing use of FSF for instructional objectives • Utilization of Title I SWP funds to solidify our professional development
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Student transcripts will be reviewed to ensure scheduling of correct exams and courses. • The Acuity and Predictive Testing will be conducted in ELA and Mathematics Classes and results will be utilized to guide instruction. • Content area exams will reflect and model RCT and Regents Exams <p>Projected Gains:</p> <ul style="list-style-type: none"> • Increased passing results on the RCT and Regents Exams in January and June 2011. • The number of Local and Regents Diplomas distributed will increase.

SECTION VI: ACTION PLAN

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase to 65% the number of 10th and 11th grade students earning 10 or more credits by June 2011 as measured by ATS scholarship report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students who are academically at risk will receive tutoring, independent study, Academic Intervention Services, Senior Academy, Project Achieve, Achieve 3000, Reading Horizons, and credit recovery opportunities as provided by evening and summer school programs. • Increased parental outreach • ISS Coordinator will meet with each student to discuss academic goals in the Fall and Spring • Students will have the opportunity to participate in collaborative and self-contained options to provide an educational plan that addresses the individual needs of the student. • ISS Coordinator along with designated ISS Staff meet with 12th graders to discuss academic progress and scholarship report at each marking period to ensure student progress • ISS Coordinator will provide classroom visits to discuss Graduation Criteria. • Students will receive alternative assessments • Interdisciplinary learning will take place • Project based learning opportunities will be offered
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Professional development for teachers in order to modify curriculum to entice student retention and completion • Tutoring programs • Extended Day and credit recovery programs

Indicators of Interim Progress and/or Accomplishment

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

- **Conduct individual and small group counseling to inform students of the promotion criteria necessary for upward mobility.**
- **Inform students of school-wide academic support services and activities that can improve their academic progress.**
- **Conduct midterm guidance conferences with parents, teachers and students to discuss “at risk indicators.”**
- **Teachers will utilize and gather data to make informed decisions about curriculum scope and sequence.**
- **Teacher will provide the necessary remediation and tutoring opportunities for individual students based on student need.**
- **Inquiry team observations and interventions will take place.**
- **Teachers will provide formative and summative assessments.**

Projected Gains:

- **Increased passing rates in subject content areas**
- **Increased marking period grades.**

SECTION VI: ACTION PLAN

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To expose and provide professional development to 90% of teaching staff on the Common Core Standards by June 2011, as measured by professional development attendance and agenda.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will participate in professional development activities to improve curriculum and to incorporate the Common Core Standards in their daily classroom activities. • During SLC/CPT meetings, teachers will receive tutorials on the effective use of the Common Core Standards in the classroom. • Training will be conducted with the use of audio and visual materials. • The ISS teachers will work collaboratively with general education teachers to develop curricular units that incorporate interdisciplinary methodology and differentiated instruction, and the Common Core Standards.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title 1 PD funds will be used to address the various instructional needs related to research based pedagogical practices. • UFT teacher center will be utilized to provide necessary training materials and resources for teachers.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • The use of Common Core Standards by classroom teachers will be monitored and assessed through the use of teacher observations and lesson plans. <p>Projected Gains:</p> <ul style="list-style-type: none"> • Teachers will fully demonstrate and reflect the Common Core Standards by content, process, and or assessment in all content area classes by June 2011.

SECTION VI: ACTION PLAN

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase to 100% the use of quantitative and qualitative data among administration and teachers by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Through common planning time, the ISS Coordinator will provide PD on the utilization of collaborative inquiry space to identify and target the lowest performing students in ELA and Math. • ISS will identify and target students using various Data systems, such as, ARIS, ATS, CAP, SEC, NYSTARS, and SIS. • Provide academic and social support services.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • During CPT, teachers will be trained on the effective use and analysis of these Data sources. • High Schools That Work Model
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teachers will utilize ARIS Space to create groups, organize inquiry spaces, and target students. • Information will be updated frequently to demonstrate the collaborative inquiry process. <p>Projected Gains:</p> <ul style="list-style-type: none"> • Each teacher will utilize qualitative and quantitative data to analyze student data in order to create target groups of high and low achieving students in order to properly differentiate content area classroom instruction and assessment.

SECTION VI: ACTION PLAN

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the graduation rate to 70% by June 2011, as measured by ATS reports.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Multiple strategies will be incorporated and designed to enable student achievement and success in their academic subjects such as:</p> <ul style="list-style-type: none"> • The ISS coordinator will conduct staff development to evaluate students’ performance, curriculum and effective instructional practices. • Informal, formal observations and Teacher-student created rubrics will be implemented to ensure that literacy strategies and differentiated instruction are implemented on a daily basis. • Tutoring programs, parental involvement and the teacher-senior buddy system. • The students’ services will adhere to NCLB guidelines for individual and small group conferences. • All of the individual needs of seniors will be targeted and addressed. • The students will participate in the course offerings and services that are outlined on the continuum such as SETSS, ICT, and mainstream classes. • As students’ skills exceed the academic program, evaluations will be conducted to provide for movement into the LRE options in order to challenge their academic skills.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Professional Development and training sessions will be provided for teachers for accurate reading of transcripts. • Student, Administration and Teacher accountability for graduation rate will increase • Scholarship Reports will be generated and evaluated.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Assessment of Transcripts to measure graduation and credit accumulation. • Students will complete required courses and pass the necessary RCT and Regents Exams in order to ensure an increased graduation rate. <p>Projected Gains:</p> <ul style="list-style-type: none"> • Scholarship reports at the end of each marking period and Regents results at the end of each term will provide benchmark evidence of increased percentage of Cohort M students

graduating in June 2011.

REQUIRED APPENDICES TO THE CEP FOR 2010-11

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services : Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	X	X	N/A	N/A	X	X	X	X
1	X	X	N/A	N/A	X	X	X	X
2	X	X	N/A	N/A	X	X	X	X
3	X	X	N/A	N/A	X	X	X	X
4	X	X	X	X	X	X	X	X
5	X	X	X	X	X	X	X	X
6	X	X	X	X	X	X	X	X
7	X	X	X	X	X	X	X	X
8	X	X	X	X	X	X	X	X
9	690	209	690	690	1061	10	32	15
10	250	350	250	250	873	10	43	15
11	350	235	190	450	879	10	24	15
12	110	185	185	370	511	10	17	15

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<i>Name of Academic Intervention Services (AIS)</i>	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.).
ELA:	<ul style="list-style-type: none"> • One to one tutoring, • before and after school tutoring, • SES Tutoring • regents prep classes, • makeup classes, • Saturday tutoring, • at- risk students are given double English classes
Mathematics:	<ul style="list-style-type: none"> • One to one tutoring, • before and after school tutoring, • SES Tutoring • regents prep classes, • makeup classes, • Saturday tutoring, • at- risk students are given double Math classes
Science:	<ul style="list-style-type: none"> • One to one tutoring, • before and after school tutoring, • regents prep classes, • makeup classes, • Saturday tutoring, • Make-up labs during the week and Saturdays
Social Studies:	<ul style="list-style-type: none"> • One to one tutoring, • before and after school tutoring, • regents prep classes, • makeup classes, • Saturday tutoring, • 9th graders are given double global history classes
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Small group and individual counseling (before, during and after school), • family counseling (before, during and after school)

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

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

NCLB/SED requirement for all schools

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

Please see attached for LAP

PART C: Title III, Part A: Language Instruction-L E P and Immigrant Students-SY 2010-11 27Q480

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

Dear Principal,

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

Sincerely,

Yvonne Morales

Chief Achievement Office
ELL-CPS KNLSO

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

Form TIII – A (1)(a) 27Q480 / John Adams High School

Grade Level(s) 9-12 Number of Students to be Served: 480 LEP 0 Non-LEP

Number of Teachers _____

Other Staff (Specify) Guidance Counselor, Supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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

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

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

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

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

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

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

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

The Title III Proposed Program

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

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

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

Saturday Academy

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

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

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

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

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

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

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

Before and After School Program

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

Before School Program

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

After School Program

The After School Program will have 10 small groups (5-10) students will take tutorial classes Mondays and Wednesdays and Tuesdays and Thursdays after their regular school day, two hours for 26 sessions. The classes will be conducted by teachers who are certified Content Area Bilingual/ESL teachers. The focus of the program is oral language development, vocabulary acquisition, reading and writing skills integrated within a thematic approach. The language of instruction will be English. The ELLS will use the computers to work on Achieve 3000 which is of no cost to Title III. Students will work on grade specific topics through a differentiated literacy modality that is available in English and Spanish. The

program assessment tool will place students at their instructional level and adjust as students work towards higher gains. Students will complete both reading and writing assignments on the computer. In addition to language development, we will be offering classes in ESL, ELA, Math, Foreign Language, Living Environment and Social Studies. These classes will be in English and Spanish to prepare for the Regents.

Day Regents Tutorial Program

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

Title III will be used to purchase the following:

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

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

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

The sessions will include the following topics:

- Looking At ELLs In Our Classrooms
- Data Driven Periodic Assessment
- The ESL /ELA Standards
- The ELL Identification Process
- Involving Parents in the Education of ELLs

- Language Development
- Differentiating Instruction for ELLs
- Using Graphic Organizers
- Small Group Learning –Cooperative Learning / Workshop Model
- Successful Strategies for ELLs- Scaffolding Learning
- Assessment Procedures-Formal & Informal

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

Parent Component/Saturday Program

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

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

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

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

Title III LEP Program

School Building Budget Summary \$ 61,480.00

<p>Allocation Amount: Q27 480 John Adams H. S. <u>\$61,480.00</u></p>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$ 48,948.00	<p><u>Before School Program</u> 4 Trs X \$49.89 X 1 hour Hrs X 26 Sessions =\$ 5,188.56</p> <p><u>After School Program:</u> 10 Trs X \$49.89 X 2 Hrs X 26 Sessions =\$ 25,942.80</p> <p><u>Saturday ELL Program:</u> 4 Trs X \$49.89 X 3 Hrs X 16 Sessions = \$ 9,578.88</p> <p>1 AP X \$52.21 X 3 Hrs X 16 Sessions = \$ 2,506.08</p> <p><u>Regents Tutorials</u> Regents Prep. Class Tutorials 2 Tr X 2 Prep.Cov. X \$38.17 X 26 weeks = \$ 3,969.68</p> <p><u>PD Program</u> 1 teacher trainer x 8 hours x 49.89 = \$399.12 10 Trs X 6 Hrs X 22.72 Trainer Rate X = \$ 1,363.20 Total = \$1,762.32</p>
Support Services	\$2,574.24	1 Counselor Saturday Program 1 X 53.63 X 3 Hrs X 16 Sessions=\$2,574.24
Purchased Services	\$1,600.00	Registration SIOP Institute 2 TR X \$800.00 = \$1600.00
Supplies and materials	\$ 6,357.76 -	<ul style="list-style-type: none"> • Instructional Supplies for Extended Day Program and Supplementary instructional workbooks • ESL NYSESLAT Practice workbooks • ELA Regents Practice • Multicultural Libraries • Content Area Libraries • Bilingual Dictionaries • Bilingual Glossaries • Math Regents Practiced English and Spanish • US History and Government Regents Practice English and Spanish • Living Environment Regents Practice English

		and Spanish.
Trips to Broadway Show & Universities	\$2,000.00	Enrichment Activities-Theatre Experience for ELLs West Side Story & In the Heights Cost of tickets and transportation - Metro Cards
Travel & Professional Development		
TOTAL Sub-total	61,480.00	

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.
 - John Adams High School will provide translation and interpretation of documents based on the number of non-English home languages in the school and the number of students with non-English home language.
 - We will follow the No Child Left Behind Mandate and Children First involving families of students whose home language is not English by sharing parent-school accountability, offering parent the information for their children’s educational options and for the parent to have the capacity to improve their children’s achievement.
 - John Adams High School will determine within 30 days of the student’s enrollment if the primary language spoken by the parent is not English via the Home Language Survey, Parent Coordinator and PTA meetings.
2. Summarize the major findings of your school’s written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

parent workshops. These finding were discussed in school leadership meetings and parent association meetings. The finding was address by submitting a Budget Plan for translation and interpretation services.

Part B: Strategies and Activities

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

1. The Parent/Guardian Home Language is determined by the Home Language Identification Survey. Students who are new to the NYC Schools and those who have been out of the NYC Schools for at least 6 months will have their parents fill out the HLIS at admission. The data on the HLIS will be inputted on ATS by the admissions department and kept in the permanent record.
2. Approximately, 1/3 of our families' home languages are not English. Using PARU + RPOB reports and ARIS, we see the families that need written translation of our documents and oral interpretation services for meetings, parent conferences, and parental outreach. We make sure our written outreach is translated and sent home in a timely manner. The major languages that our families need translation and interpretation services are: Spanish, Bengali, Arabic, Urdu, and Hindi.

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

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

John Adams will provide the following services for oral interpretation:

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

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

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

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

John Adams HS will fulfill Section VII by informing parents about our services at the time of registration by our counselors and bilingual staff. In addition, we will have posters hanging up in our school and our

website will contain in the different languages the rights to translation and interpretation services and how to access them in our school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$1,988,769	\$65,886	\$2,054,655
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$19,887		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$659.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$99,438		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,294	
6. Enter the anticipated 10% set-aside for Professional Development:	\$198,877		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$6,589	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 93%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 - Hired more high quality teachers;
 - Encouraged more teachers to become highly qualified;
 - Programmed the teachers more effectively;

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

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

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

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

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

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

2. **John Adams High** will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

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

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

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

School Visitations

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

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring)
- PTA/PAC and SLT meetings (monthly)
- Student of the month celebrations held in conjunction with PTA/PAC meetings,
- Honor's Night at the end of each marking period,
- Culminating celebrations marking their child's success at the school and
- Parent workshops and activities (as scheduled by the Parent Coordinator and school staff)

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

Professional Development:

John Adams High will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's

progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

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

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

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

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

Project Funding

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

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

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

Responsibilities of the Title I Parent Advisory Council

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

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

Qualifications of PAC Representatives

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

Election/Voting Procedures

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

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

Duties of PAC Officers

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

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

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

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

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

Record Keeping

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

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

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

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

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

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

- o Help provide an enriched and accelerated curriculum.

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

- o Meet the educational needs of historically underserved populations.

Through our SLCs, we offer a career-infused curriculum that is both engaging and rigorous for all of our students including students with Individualized Educational Plans, ELL/LEP, and our lowest performing students. Mindful of the challenges student faces, we provide key instructional provision for our lowest third students

through curricular and instructional modification. These provision have enables us to maximize the number of student participation in our general and accelerated curriculum.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

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

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

3. Instruction by highly qualified staff.

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

1. Instructional Design/Delivery

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

2. Professionalism/Collegiality

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

Essential Duties and Responsibilities:

1. *Work with administrators and colleagues to develop and support an instructional program that involves:*

a. *Planning units to:*

- *Identify desired results by designing overarching questions complimented by essential questions for each unit of study*

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

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

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

Professional development and enrichment is constantly being offered to staff by the UFT Teacher Center, CFN 302, High Schools That Work, and through Common Planning Time (CPT). Each SLC AP and Director worked collaboratively in creating instructional structures and systems using the following methodologies: UbD, Differentiated Instruction, Regent Item analysis, Acuity (ITA), and Performance Series to ensure students meet State Standards in all subjects.

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

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

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

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

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

N/A

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

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

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

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

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

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

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

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.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (☑)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	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		x				
Title I, Part A (ARRA)	Federal		x				
Title II, Part A	Federal		x				
Title III, Part A	Federal		x				
Title IV	Federal		x				
IDEA	Federal		x				
Tax Levy	Local		x				

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

N/A

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.

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.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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

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

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

- a. SLC tutoring,
- b. Supplementary Educational Services,

- c. AIS classes,
 - d. Pupil Personnel Team Review,
 - e. counseling,
 - f. family meetings;
 - g. referrals to outside agencies
12. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- *All of our students receive free breakfast every morning in our student cafeteria as they come in for the day;*
 - *We encourage all of our students to hand in the application for free or reduced price meals to hopefully be eligible for free or reduced lunch, Supplementary Educational Services, and Fee-Waivers;*
 - *Since we are a Title I School identified for improvement, our eligible students are highly encouraged through meetings, letters, and phone calls to sign up for Supplementary Educational Services;*
 - *Many of our students are involved in career and technical education through our in building classes (Virtual Enterprise, Health Careers, and Law), in the Department of Education (Co-Op Tech), and through the State of New York (VESID)*
 - *Also, our SLCs are career-themed and offer various opportunities for career exploration and internships;*

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

9. Use program resources to help participating children meet the State standards.
10. Ensure that planning for students served under this program is incorporated into existing school planning.
- Saturday School – credit bearing classes and tutoring
 - Credit Recovery Program – after school and Saturdays
 - Before and after school tutoring programs
 - Extended Day School – for overage and under-credited students
 - YABC Program – intensive credit accumulation for students with 17 credits who are 17+ years of age
11. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
12. Coordinate with and support the regular educational program;
13. Provide instruction by highly qualified teachers;

14. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
15. Provide strategies to increase parental involvement; and
16. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status:	<u>Restructuring (Advanced) Comprehensive</u>	SURR³ Phase/Group (If applicable):	<u>N/A</u>
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Part A: For All Schools Identified for Improvement

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

The principal, assistant principals, and the collaborative inquiry teams in collaboration with the SLT have identified the following as key schoolwide initiatives to address our targeted students who have not met AMO in the sub category in ELA, Math, and Graduation rate. Appendix 7 provides our strategy for addressing student need. We have identified other measures to support our strategies for improving students’ performance and outcome below.

School Under Registration Review (SURR)

STUDENT PROGRESS

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

Not all students' have the opportunity to utilize technology outside of the classroom or school building

Teachers technology skills/knowledge is lacking

Graduate All Students in 4-Years

through OELL.

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

STUDENT PROGRESS

Improvement: 10+ credits Lowest Third 1 st Year	
<ul style="list-style-type: none"> ✓ The time schedule has been modified to improve attendance rate and increase the instructional time ✓ A double period interdisciplinary project based curriculum in ELA, Math, and Social Studies has been implemented in our freshmen classes to provide them an extra academic class to “jump start” credit accumulation ✓ Usage of the History Alive curriculum to stimulate student interest in Social Studies has been implemented ✓ Students are presented with afterschool credit accumulation opportunities ✓ Instruction has been differentiated in all classrooms to accommodate all learning styles ✓ A uniform schoolwide standards-based grading policy has been adopted and implemented ✓ Opportunities have been introduced for supporting skill attainment across disciplines by working collaboratively with our SLC teams and Departments ✓ We constantly assess and re-assess as the year progresses in order to monitor individual student progress. ✓ We differentiate our targeted skill based instruction according to the needs of individual students. ✓ We make careful decisions about how we spend our class time, using enough class time to support students’ success on State Exams and enough class time to build deeper content knowledge and other important skills [such as writing, research, lab skills, presentation and project work]. 	
Challenges	Actions

<p>Motivating students to take advantage of the various academic opportunities</p>	<ul style="list-style-type: none"> • Parent outreach, guidance intervention, and visual promotion throughout the building, mentoring, and regular classroom announcement. • Setting up meetings with students, which provide them with knowledge and the opportunity to take advantage of various academic opportunities. • Teachers utilizing ARIS to identify the lowest third students and meet their needs (i.e., attendance vs. academic). • Use of phone master
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STUDENT PROGRESS

<p>Improvement: Average Completion Rate for Remaining Regents</p>	
<ul style="list-style-type: none"> ✓ Counselors collaborate closely with teachers to help them expand their role to include serving as an advisor to a group of students ✓ Parents are encouraged to take an active role in school activities, to share their knowledge of their child with teachers and counselors, and to give staff feedback on their children’s experience and progress ✓ The school uses multiple mechanisms to assess the organizational and program effectiveness including: critical friends processes, peer observations, reviews of student work, analysis of student performance data such as course pass rates and attendance, and growth on ELA and Math assessments 	
<p>Challenges</p>	<p>Actions</p>
<p>Mock Regents</p>	<p>Developing system for making State Exam practice a central element of our planning, providing multiple practice exams over the course of the year that can serve both as an assessment and as part of the course grade</p>
<p>Test Taking Strategies</p>	<p>over 80% of teachers at the Annex implement The Castle Learning Program as a preparatory tool in the Freshman classes which exposes and allows students to become accustomed to regents questions and</p>

Vocabulary & Comprehension Skills	<p>formats</p> <p>Increase the use of vocabulary in the classroom through the use of word walls, developing glossaries; providing with activities centered on vocabulary and reading comprehension. Professional development and training will be provided to support teachers in the use of education software, such as Wilson, Achieve 3000, and other forms of assessment tools to support this effort</p>
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Improvement: Parental Engagement	
<ul style="list-style-type: none"> ✓ The parent coordinator surveys parents/guardians to identify ways in which the school can better support them and their children ✓ Teachers and guidance counselors are in constant contact using telephone calls, electronic mail, and progress reports with parents/guardians giving them updated information concerning their child's progress ✓ The Parents Association holds monthly meetings to increase parental awareness in the school environment 	
Challenges	Actions
Lack of Parental Involvement in School Activities	Parents are invited to attend school functions such as talent shows, drama productions, and Cultural Days
Lack of Parent Attendance at Parent Teacher Association	Newsletters prepared by the Parent Coordinator which include pertinent information are being distributed monthly to raise parental awareness within the school

ADDITIONAL CREDIT

Special Education	
<ul style="list-style-type: none"> ✓ We measure our students' skills by utilizing assessments tools so that we generate a baseline understanding of the students' ability to succeed on the State exam, noticing areas of strength and weakness, and noticing areas of shared student need. ✓ Student achievement is assessed using multiple measures to ensure that diverse students' learning and progress is captured. ✓ Qualitative data such as student work is gathered for professional development sessions to be used at descriptive protocols, enabling teachers to reach a deeper understanding of the actual progress that individual students are making over time. ✓ Analyzing CAP and ATS data reports to ensure student appropriate placement according to student's Individualized Educational Plan (IEP) ✓ Targeted professional development that emphasizes on the effective use of classroom strategies to support and accelerate student outcome. ✓ Meet monthly with Pupil Personnel Team (PPT) including psychologist, social worker, guidance counselors, and teacher to determine movement from a more restrictive environment to less restrictive (LRE). 	
Challenges	Actions

External ATS, CAP, and ARIS discrepancies	Collaborating with Special Education Administrators to identify systems as well as provide support for implementation
Students entering John Adams out of compliance	Students entering without IEPs are immediately identifying Family Worker and ISS Team; following is scheduled conference with the school psychologist. Early review of incoming students' IEPs to ensure each IEPs are in compliance.
Limitation of IEP Program	Increasing its availability by uploading the IEP Pro program into Daedalus

Part B: For Title I Schools Identified for Improvement

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

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

n/a

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

- Letters in the various home languages
- Phone master and personal phone calls in the various home languages
- Parent meetings with translators if necessary
- Leadership team meetings

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

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

SURRE Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact

vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)⁴ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the ELA curriculum used is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students’ background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL

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

education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

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

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

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

* Applicable ● Not Applicable

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

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

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

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

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

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

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

- Applicable * Not Applicable

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

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

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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

✱ Applicable ● Not Applicable

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

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

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

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

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM⁵)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

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

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

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

Applicable Not Applicable

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

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

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

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

Applicable Not Applicable

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

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

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

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

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

● Applicable ✱ Not Applicable

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

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

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

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

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

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

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

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

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

Applicable Not Applicable

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

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

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

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

All General Education Teachers received comprehensive training in their individual SLC common planning times on how to interpret and implement a student's IEP. Along with the IEP we presented a

sheet explaining what the child's modifications were. We also presented workshops for all General Education, ISS and ICT Teachers. Workshops were conducted on the different methods approaching team teaching instruction. All general education teachers were invited to their students' IEP meetings in which the different range and types of instructional approaches were discussed. In addition, the ISS department:

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

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

N/A

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

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

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

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

N/A

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and

modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

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

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

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

N/A

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

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

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

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

N/A

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11

This appendix will not be required for 2010-11.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

102 students

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

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	John Adams High School					
District:	27	DBN:	27Q480	School		342700011480

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		75.3	77.9	80.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	Student Stability - % of Enrollment:			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		89.9	91.0	88.9
Grade 6	0	0	0				
Grade 7	0	0	0	Poverty Rate - % of Enrollment:			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	1018	1164	1040		66.1	83.1	82.6
Grade 10	989	855	864				
Grade 11	847	756	866	Students in Temporary Housing - Total Number:			
Grade 12	510	468	520	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	2	4	6		19	69	81
Total	3366	3247	3296	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					93	128	95

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	169	182	164	Principal Suspensions	119	401	471
# in Collaborative Team Teaching (CTT) Classes	87	102	118	Superintendent Suspensions	86	89	73
Number all others	156	142	153				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	626	654
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	248	265	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	108	158	TBD	Number of Teachers	180	181	198
# ELLs with IEPs	30	48	TBD	Number of Administrators and Other Professionals	46	48	44

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	4	10

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
	286	228	720	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	82.3	80.2	76.8
				% more than 5 years teaching anywhere	61.3	63.6	76.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	84.0	88.9
American Indian or Alaska Native	0.7	0.8	1.4	% core classes taught by "highly qualified" teachers	92.7	94.7	93.0
Black or African American	29.6	28.2	29.3				
Hispanic or Latino	35.3	35.8	36.6				
Asian or Native Hawaiian/Other Pacific	25.7	26.9	27.9				
White	4.5	4.3	4.4				
Male	53.9	54.9	54.5				
Female	46.1	45.1	45.5				

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	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	v	X	50
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				X	X	
Hispanic or Latino				X	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial				-	-	
Students with Disabilities				vsh	vsh	
Limited English Proficient				X	X	
Economically Disadvantaged				X	v	
Student groups making				3	6	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	WD
Overall Score:	60.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	7.7	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	9.3	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	34.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	9		

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 CFN 302	District 27	School Number 480	School Name John Adams HS
Principal Grace Zwillenberg		Assistant Principal George Badia	
Coach Regina Barton		Coach Bahaa Aboughaida/AP Math	
Teacher/Subject Area Breina Lampert/ESL, LABBESIS		Guidance Counselor AnaMaria Castro & Dina Pinto	
Teacher/Subject Area S. Chowdhury/ B. History		Parent Isabel Tejada	
Teacher/Subject Area Miguel Arca/ B. Teacher Scienc		Parent Coordinator Sharon McCorkle	
Related Service Provider Rosemary Wildeman		Other Sergio Mantilla/B. Math	
Network Leader Roz German		Other Michelle Charles/AP ELA	

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	16	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	14
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	4

C. School Demographics

Total Number of Students in School	3347	Total Number of ELLs	487	ELLs as Share of Total Student Population (%)	14.55%
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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.

ELL Identification Process & Parent Choice

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

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

To make sure that the parent understands the process we:

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

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

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

The Transitional Bilingual Program, as well as our ESL Free Standing program, include all the components that parents want for their students. Through the years we have been improving our services for the benefit of our students. For example, we have bilingual counselors, after-school and Saturday tutoring with certified Bilingual content area teachers and materials. Due to an increased number

of SIFE students, we are now offering additional services as a result of a grant we received. Money has been allocated for programs such as ACHIEVE 3000, Destination Math, RIGOR and others. ESL teachers use Achieve 3000 at least 2 class periods each week during their double period class and 3 times per week in their LAB class. Achieve 3000 in Spanish is used during the NLA class 2 times per week. Our beginning level ESL teacher who works with SIFE students uses RIGOR and our Bilingual math teacher uses Destination Math twice a week. We are offering classes, tutoring and guidance during both the regular school day and after school. It is expected that these programs will improve literacy in English and Math as well as improve literacy in their native language.

Spanish Transitional Bilingual Program, Bengali Transitional Bilingual Program and ESL Free Standing Program

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

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

Free Standing ESL Program Participation –

- Only 15% (75 students) of our total English Language Learners population are in the Free Standing ESL Program
In this program the two larger groups are Punjabi and Arabic. Punjabi with a 23% of the students (17 students) and 20% Arabic (15 students) in the Free Standing ESL Program.

Spanish Transitional Bilingual Program

- Sixty percent (65%) of our English Language Learners speak Spanish and are in our Spanish Transitional Bilingual Program
 - o 31% are in 9th grade
 - o 24% are in 10th grade
 - o 22% are in 11th grade
 - o 23% are in 12th grade

Bengali Transitional Bilingual Program

Twenty percent (20%) of our English Language Learners speak Bengali and are in our Bengali Transitional Bilingual Program.
26% are in 9th grade
32% are in 10th grade
22% are in 11th grade
20% are in 12th grade

Additional information about our English Language Learners is that 70% are Newcomers, 15% are receiving services for 4 to 6 years, 14% are Long Term ELLs and 17% of our population is SIFE.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>										124	106	90	92	412
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										17	19	18	21	75
Push-In														0
Total	0	0	0	0	0	0	0	0	0	141	125	108	113	487

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	487	Newcomers (ELLs receiving service 0-3 years)	358	Special Education	32
SIFE	85	ELLs receiving service 4-6 years	75	Long-Term (completed 6 years)	69

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text" value="296"/>	<input type="text" value="52"/>	<input type="text" value="5"/>	<input type="text" value="57"/>	<input type="text" value="21"/>	<input type="text" value="14"/>	<input type="text" value="65"/>	<input type="text" value="5"/>	<input type="text" value="11"/>	<input type="text" value="418"/>
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
ESL	<input type="text" value="47"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="18"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="69"/>
Total	<input type="text" value="343"/>	<input type="text" value="56"/>	<input type="text" value="5"/>	<input type="text" value="75"/>	<input type="text" value="23"/>	<input type="text" value="16"/>	<input type="text" value="69"/>	<input type="text" value="6"/>	<input type="text" value="11"/>	<input type="text" value="487"/>

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										99	75	69	72	315
Chinese														0
Russian														0
Bengali										25	31	21	20	97
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	124	106	90	92	412								

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	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														0
Chinese										1	0	1	0	2
Russian										1	0	0	0	1
Bengali														0
Urdu										2	1	1	1	5
Arabic										6	3	3	3	15
Haitian										0	1	0	2	3
French										1	1	3	0	5
Korean														0
Punjabi										2	3	5	7	17
Polish														0
Albanian														0
Other										4	10	5	8	27
TOTAL	0	0	0	0	0	0	0	0	0	17	19	18	21	75

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.

Program and Schedule Information

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

At John Adams High School the students are placed in ESL classes according to their levels and skills. We do not have an ESL push-in or pull-out program. The remaining subjects are taken in English or Spanish and Bengali for Bilingual students. In both the Free Standing ESL and Transitional Bilingual programs, ESL is part of the students' daily program. Every level has the correct amount of ESL instruction.

SIFE Program

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

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

The pedagogical team at John Adams High School proposed the initiation of an after school program that will focus on English Literacy and a Saturday Program that will focus on Math Literacy. In addition, a Native Language Literacy program will mirror the Native Language Arts classes during the daytime program to support SIFE students in small group instruction and targeted individualized assistance in literacy in Spanish. In the after school program, classes meet after school for two hours each day, five days a week. Students will have two periods of ESL/English Literacy after school depending on their proficiency level on the NYSESLAT.

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

The Saturday school will have various components:

- English Literacy component

Students will participate in ESL and ELA classes for three hours using programs as ACHIEVE 3000 and RIGOR.

- Math Literacy component

Students will participate in the Mathematics program for three hours using Destination Math.

- Parent Engagement component

Parents will be invited to a variety of activities and classes including ESL classes, workshops. Parent classes will include 30 sessions of ESL instruction. In addition, one parent workshop each month will focus on parent education/awareness as it relates to high school students. Workshops will focus on credit accumulation, graduation, and the college exploration, application and acceptance process including:

- course, credit and Regents requirements for high school graduation
- knowledge and assistance with college applications and student aid
- how immigration issues affect post-high school opportunities
- dealing with teen issues and concerns
- understanding differences between their culture and American culture

Plan for ELLs in school less than 3 years/ Newcomers

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

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

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

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

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

Plan for ELLs in school 4-6 years

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

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

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

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

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

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

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

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

Plan for ELL Special Needs Students

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

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

Intervention Programs for ELLs (AIS)

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

- Newcomers Program for students who have arrived in this country up to three years ago.
- SIFE/Long-term ELL Grant

- Title III Summer Enrichment Program
- Title III Supplementary After School Program

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

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

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

- Offering transitional classes aligned with the ELA Department
- ELA classes
- Special Testing Accommodations, Glossaries, and other materials to help proficiency
- Conferences with Content area teachers
- Counseling, assemblies and career and college advice
- One-on-one counseling for all seniors with guidance counselors

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

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

Equal access to all programs

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

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

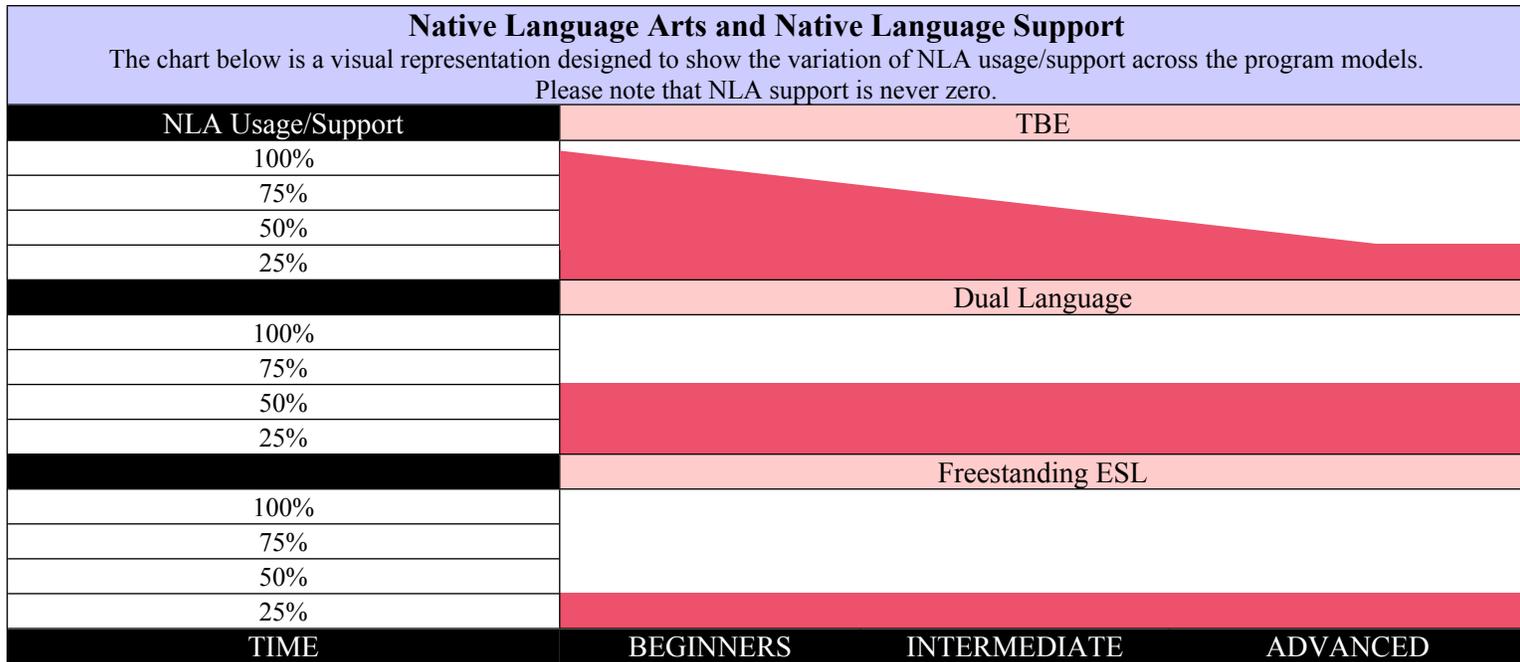
After school programs for ELLS

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

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

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



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?

Intervention Programs for ELLs (AIS)

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

- Newcomers Program for students who have arrived in this country up to three years ago.

Inquiry work to put new strategies in place to target students who have not changed Proficiency level over a 3 year time period

- SIFE/Long-term ELL Grant
- Title III Summer Enrichment Program
- Title III Supplementary After School Program

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

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

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

- Offering transitional classes aligned with the ELA Department
- ELA classes
- Special Testing Accommodations, Glossaries, and other materials to help proficiency
- Conferences with Content area teachers
- Counseling, assemblies and career and college advice
- One-on-one counseling for all seniors and students who are under-credited with guidance counselors

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

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

Due to budget constraints through CUNY, Advanced ESL College Now has been discontinued until further notice.

Equal access to all programs

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

- After School Programs

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

After school programs for ELLS

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

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

Summer programs are offered through Title III funds to assist newly enrolled ELL students before the beginning of the school year

AP Spanish is offered to ELLs as a language elective. They are offered College Credit through the College Now Program at York College.

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)?

N/A

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.

XX. Professional Development

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. 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?

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

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- Immigration issues affect post-high school opportunities
- Teen issues and concerns. Understanding differences between their culture and American culture

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

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)										67	42	32	34	175
Intermediate(I)										47	56	56	54	213
Advanced (A)										28	27	18	26	99
Total	0	0	0	0	0	0	0	0	0	142	125	106	114	487

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										31	24	11	20
	I										27	27	34	35
	A										24	23	22	25
	P										33	33	22	21
READING/ WRITING	B										50	28	25	29
	I										48	56	51	54
	A										16	21	12	16
	P										1	2	1	2

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual 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	115		67	
Math <u>MXRE</u>	72	105	63	67
Math <u>MXRG</u>	21	24	15	12
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	46	102	14	58
US History and Government	42	89	24	38

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other FXRI		15		15
Other FXRS		56		56
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. The LABR in English and Spanish is administered upon entry into the city. An interview and writing sample is administered to verify if the student is literate in their own language. Based on the interview, an ALLD questionnaire is administered to see if the student is SIFE. According to the literacy level, RIGOR and Achieve 3000 is used. All teachers teach using Differentiated Instruction in order to meet the needs of all the students.

2. 45% of our population belongs in the Intermediate level and 36% belong at the beginning level.

The NYSESLAT shows that in the modalities of reading and writing our population is at the beginning and intermediate level while the modalities of speaking and listening are evenly spread out across the grades. In addition, we have 34 students in the twelfth grade that

determine what areas of reading and writing we need to target for each student and create strategies and goals to help each student individually. Teachers use differentiated instruction to meet the needs of all students. Achieve 3000 is used in conjunction with the Periodic Assessment findings.

ESL teachers are working with teachers across the content area and NLA in order to meet the needs of students across the curriculum. Common Planning Time takes place three times a week so teachers can meet to discuss in order to discuss student data, work and Inquiry based results.

6. We evaluate the success of the ELLS while seeing the growth of the students through Periodic Assessment, NYSESLAT and student work. Inquiry work is used to measure their success.

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		10/28/10
	Assistant Principal		10/28/10
	Parent Coordinator		10/28/10
	ESL Teacher		10/28/10

	Parent		10/28/10
	Teacher/Subject Area		10/28/10
	Teacher/Subject Area		10/28/10
	Coach		10/28/10
	Coach		10/28/10
	Guidance Counselor		10/28/10
	Network Leader		10/28/10
	Other		10/28/10

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 27Q480

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:	1988769	65886	2054655
2. Enter the anticipated 1% set-aside for Parent Involvement:	19888	659	20547
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	99438	*	
4. Enter the anticipated 10% set-aside for Professional Development:	198877	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **92%**

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.

Hired more high quality teachers;

Encouraged more teachers to become highly qualified;

Programmed the teachers more effectively

* 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.

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.

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.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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.

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

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

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.

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.

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.

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.

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	Federal	✓			Title I SWP \$1,988,769 Title I SWP School Success Grant \$53,482		

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.

(Basic)					Sub-Total Title I SWP (programs) \$2,042,251		
Title I, Part A (ARRA)	Federal	✓			TITLE I ARRA SWP \$65,886		
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			ROLLOVER TITLE III LEP \$20,000 Title III LEP \$73,380 Sub-Total Title III LEP (programs) \$93,380		
Title IV	Federal			✓			
IDEA	Federal	✓			IDEA Mandated Counseling Shared \$114,669		
Tax Levy	Local	✓			TL 09 C4E CTT HS \$132,997 TL Children First Network Support HS \$18,186 TL Children First Operating Funds HS \$698,172 TL DRA STABILIZATION HS \$1,491,058 TL Fair Student Funding HS \$12,171,100 TL Fair Student Funding Incremental HS \$386,270 TL FSF Legacy Teacher Supplement HS \$161,974 TL One-Time Allocations HS \$417,165 TL Summer School Shared HS \$194,495 Sub-Total FSF (programs) \$15,671,417		