



JANE ADDAMS HIGH SCHOOL FOR ACADEMICS AND CAREERS

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (08X650)

ADDRESS: 900 TINTON AVENUE, BRONX, NY 10456

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: X650 **SCHOOL NAME:** Jane Addams High School for
Academics and Careers

SCHOOL ADDRESS: 900 Tinton Avenue, Bronx, NY 10456

SCHOOL TELEPHONE: 718 292-4513 **FAX:** 718 292-1947

SCHOOL CONTACT PERSON: Sharron Smalls **EMAIL ADDRESS:** SSmalls@schools.
nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Abigail Grafals

PRINCIPAL: Sharron Smalls

UFT CHAPTER LEADER: Steven Tavano

PARENTS' ASSOCIATION PRESIDENT: Abigail Grafals

STUDENT REPRESENTATIVE:
(Required for high schools) Selena Swindell

DISTRICT AND NETWORK INFORMATION

DISTRICT: 08 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Alan Cohen

SUPERINTENDENT: Elena Papaliberios

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Sharron Smalls	*Principal	
Steven Tavano	*UFT Chapter Chairperson	
Abigail Grafals	*PA/PTA President	
Diosa Reyes	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Olga Fret	DC 37 Representative, if applicable	
Selena Swindell	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Debra Levy	Member/UFT	
Marie Guillaume	Member/UFT	
Kim Swindell	Member/Parent	
Vivian Andino	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Community involvement remains a priority at Addams. Presently our community partnerships include: Lincoln Hospital, Bruckner Nursing Home, and Urban Health Incorporated. We are also sponsored by Bobbi Brown, C.E.O. of Bobbi Brown Cosmetics and Neil Ostergren. Through their guidance our students have earned internships, and scholarships to prestigious institutions such as Harvard, and Cornell universities.

Jane Addams High School for Academics and Careers is located in a high poverty area of the South Bronx, the poorest Congressional district in the United States. This 9-12 high school serves an ethnically diverse population of 35% Black, 63% Hispanic, and 2% other, drawing applicants from all parts of the borough, as well as other New York City boroughs. The poverty level is 90% (eligible for free lunch) and the school has been a Title I School-Wide Projects school for the last ten years. At present, our population is 69.8% female and 30.2% male.

The student population is heterogeneously grouped within each of the career pathways. This type of structure allows us to carefully monitor both attendance and academics. As a result, our average daily attendance is continually 80% without Long-Term Absentees. Our Daedalus program allows us to communicate and monitor student progress quickly and efficiently so that academic intervention can take place on an ongoing basis. Our teaching staff numbers 101. Our seven guidance counselors remain with students over their entire stay at Addams and provide both academic and emotional support (Case loads average 275-300 students.) This special support is due to the flexibility afforded us under the Title I School-Wide Model Project. Our guidance services include: College/Career Offices, SPARK, Pupil Personnel Team, Crisis Intervention Team, Bereavement Team, Conflict Resolution/Mediation Services, and Urban Health Plan, Inc.

Higher performing incoming students enter through Project Heavy. These students are exposed to academic rigor, programmed for Honors classes. They are nominated for the Academic Placement sequence, and will take AP examinations in U.S. History, U.S. History, Government and Politics, literature, language, and composition. Additionally, they take Physics, and Calculus. All of our Advanced Placement courses are recognized by colleges and universities throughout the country; hence receiving the Advanced Placement accreditation on their transcripts.

Our incoming students are programmed in a one period and a half block that provides extended time in Living Environment and Social Studies. Students elect to apply to Jane Addams because they have an interest in pursuing the following career pathways: Nurse Assistant, Entrepreneurship/Virtual Enterprise, Legal Studies, and Cosmetology. Students take the respective Regents exams in June. Students also begin their career pathway sequence in ninth grade.

Many of our ELL students who enter Jane Addams in our 9th Grade take a period of ESL in addition to their normal academic and CTE course. Our SWD programs contain Resource Room, Related Services, and CTT classes (in English, Mathematics, History, and Science.) These students have an opportunity to pursue the same career pathways as our General Education students. In our continued effort to educate students in the Least Restrictive Environment (LRE), Annual Reviews and Education Planning Conference (EPC) are used to identify additional students for team teaching, mainstreaming, or decertification from Special Education. We also supply in house speech and language development, counseling services, and outside support of occupational and physical therapy. Beginning with the 2008/2009 school year, team teacher classes were added to the 11th grade thus totaling six team teaching classes. Special Education students are also integrated with their peers through mainstreaming in most academic subject areas, as well as having full access to all of our career pathways.

Staff pedagogy has strengthened by professional development. They attend a variety of in-house, district-wide, and city-wide workshops. The redesigned conferences facilitate increased participations and opportunities to share in Best Practices and Interdepartmental conferences. This ensures that they maintain the same city and state mandates, as well as teaching strategies that support academic rigor.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Jane Addams High School for Academics and Careers				
District:	O8	DBN #:	X650	School BEDS Code:	320800011650

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					77	78.5	79.6		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					95.2 %	n/a	n/a		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7							99%		
Grade 8									
Grade 9	770	702689	431	Students in Temporary Housing: Total Number					
Grade 10	551	501497	501	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	200	113	181		12	26	18		
Grade 12	185	182	152						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total		1498	1274		12	22	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	173	167	40	Principal Suspensions	83	34	190		
No. in Collaborative Team	28	38	15						

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others	73	95	17	Superintendent Suspensions	50	9	24
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	1631	1448	1022
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	n/a	1	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	136	156	192	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	28	46	54	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	111	103	90
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	7	7
(As of October 31)	2007-08	2008-2009	2009-2010	Number of Educational Paraprofessionals	9	17	7
	137	68	90				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native	5	4	0	Percent more than two years teaching in this school	69.6%	69.6%	96%
Black or African American	33.2	33.7	35	Percent more than five years teaching anywhere	62.5%	62.5%	96%
Hispanic or Latino	64.3	63.2	61				
Asian or Native Hawaiian/Other Pacific Isl.	1.5	1.4	1	Percent Masters Degree or higher	86%	86%	86%
White	5	1	0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.3%	88.2%	88%
Multi-racial		1					
Male	32.1	30.2	29				
Female	67.9	69.8	70				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			X
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	X
	Math:		Math:	X
	Science:		Grad. Rate:	X

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	C	Overall Evaluation:	Proficient
Overall Score	C	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	D	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	C	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	B	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	Math	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher 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 your school's 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?
-

Performance trends reflect an increase in weighted diploma rates. For the 2009-2010 school year the weighted diploma rate was 109.9%. This suggests incremental increases in our overall graduation rate. Additionally, Regents pass rates have steadily increased for the past two years; we're outperforming our peer horizon and the city horizon in Mathematics and Global History. The ELA Regents pass rates is now 71.6% away from the lowest rate at any school.

Our greatest accomplishment is the creation of Smaller Learning Communities. Students within the Academies have the same teachers. Teachers within the Academies have the same Common Planning Period where they meet daily. Jane Addams is redesigned into the following Academies:

- **Bronx Academy for New Directions (BAND) – This is our ninth grade Academy where students take their core subjects. US History and Living Environment are block classes to extend instruction and prepare students for the Regents in June. Students also begin their career sequence in the ninth grade. The course is exploratory; in April they begin to make their career choice and will go either into LAMP or IBBA**
- **Legal and Medical Professions (LAMP) - Students in LAMP follow the scope and sequence of Legal Studies are Nurse Assisting. Students in Nurse Assisting will take the CNA state examination for certification.**
- **International Business and Beauty Academy (IBBA) - Students in IBBA follow the Business/Accounting scope and sequence or Cosmetology/Barbering. Students in Cosmetology will take the State Board Exam to receive a Cosmetology license**

The most significant barrier has been the inability to improve our accountability status. Although we meet the Participation criterion, we have not made AYP in all subgroups. Additionally, the graduation rate for the 2005 total cohort through June 2010 was 58%. However, our graduation rate was 52%.

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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

The school will be restructured into three Smaller Learning Communities where all teachers within each community have the same students. Teachers within the SLCs will utilize daily Common Planning periods to monitor their students' progress, create goals, analyze student work, and revise lesson plans based on student data outcomes

Deepen differentiated instruction so that lessons engage all students and meets the needs of all learners

We were selected as one of 25 schools to participate in the Mayor's campaign to reduce chronic absenteeism and truancy in order to improve our attendance percentage from 79.6% to the city standard

The goal is to increase credit accumulation for our overaged/undercredited and bottom third students in their second and third year. The preliminary Progress Report data reveals that 36% of students in the lowest third earn 10+ credits in their second year and 38% in their third year. They also begin double and triple block CTE courses in these years as well. This data suggests that there are overaged and undercredited students. Additionally, this reveals that an inadequate number of students are passing CTE classes (although they garnish more credits than singleton classes).

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Restructure the school into Smaller Learning Communities</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>The school will be restructured into three Smaller Learning Communities where all teachers within each community have the same students. 2. Teachers within the SLCs will utilize daily Common Planning periods to monitor their students' progress, create goals, analyze student work, and develop lesson plans. 3. The guidance counselor in each SLC will have a case load only within the SLC to collaborate with the teacher teams to monitor students. 4. The school will continue to utilize assessment tools such as Acuity and Performance Series to analyze trends and set goals to drive instructional decisions, differentiate instruction and implement academic intervention planning.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>TL Fair Student Funding (for staffing) Title 1 (Professional Development and per session)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress within each SLC is monitored and compared through marking period passing percentages and attendance rate within each SLC</p>

<p>Annual Goal 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Decrease the achievement gap in ELA and Mathematics between male and female students</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>	<ol style="list-style-type: none"> 1. Deepen differentiated instruction so that lessons engage all students and meets the needs of all learners 2. Revise the curriculum so that it is engaging and challenging to a diverse student population 3. Provide professional development that aligns with the above goal , hence by increasing professional growth that supports student achievement 4. Provide extracurricular sports and club activities that foster social and emotional growth that targets interests forengage a diverse student population 5. Create a mentoring program where staff members mentor specific students and monitor their progress
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>TL Fair Student Funding (for staffing) Title 1 (Professional Development and per session)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>TL Fair Student Funding (for staffing) Title 1 (Professional Development and per session) Sports and Arts Foundation (SES)- supports after school funding for our after school and holiday remediation programs C4E- funding that also specifically funds the aforementioned remediation for groups that have not met AYP</p>
<p>Annual Goal 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase attendance percentage from 79.6% to 86%.</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>	<ol style="list-style-type: none"> 1. We were selected as one of 25 schools to participate in the Mayor’s campaign to reduce chronic absenteeism and truancy 2. Use the Chronic Absentee Target List Data Dashboard (students identified as missing 20 or more days of school last year, and received letters from the Chancellor 3. Identified the patterns of absenteeism as hold over ninth graders and SWD. These students are matched to Success Mentors who regularly monitor and meet with

	<p>students, and students, and provide extra attention, ..</p> <ol style="list-style-type: none"> 4. Call every absent student daily. Parents will also receive monthly absence and cut reports 5. Celebrate improved attendance through incentives and award ceremonies 6. Provide a Resource Fair. Providers and organizations will speak to parents about available supports
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Fair Student Funding (for staffing) Title 1 (Professional Development and per session)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress within each SLC is monitored and compared through marking period passing percentages and attendance rates for identified students and by SLC</p>
<p>Annual Goal 4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase credit accumulation in the first and second year for our overaged/undercredited students, and students in their second and third year in school</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>	<ol style="list-style-type: none"> 1. Ninth grade 'holdover' students will be placed in our Above and Beyond program. Individual programs are designed for individual needs. 2. Courses will be geared towards Regents preparation and students will take the January Regents 3. Classes will be by semester in order for students to accrue credits. 4. There will be an analysis of report card grades to monitor student progress to investigate patterns of failure and implement Academic Intervention Services. 5. We will identify the CTE class failures and revise the curriculum so that it is engaging and challenging

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Fair Student Funding (for staffing) Title 1 (Professional Development and per session)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress is monitored and compared through marking period grades in identify CTE classes</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A			
1	N/A	N/A	N/A	N/A	N/A			
2	N/A	N/A	N/A	N/A	N/A			
3	N/A	N/A	N/A	N/A	N/A			
4	N/A	N/A	N/A	N/A	N/A			
5	N/A	N/A	N/A	N/A	N/A			
6	N/A	N/A	N/A	N/A	N/A			
7	N/A	N/A	N/A	N/A	N/A			
8	N/A	N/A	N/A	N/A	N/A			
9	163	574	546	309	712	N/A	25	712
10	168	360	344	335	528	N/A	20	528
11	26	210	45	132	210	N/A	15	210
12	27	103	30	59	267	N/A	10	267

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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:	<p>Regents prep classes are created specifically for students who failed the June or August Regents.</p> <p><u>Castle Learning:</u> Test prep materials including test banks, on line assessments and test taking strategies are used to enhance Regents prep and repeater classes.</p> <p><u>After School SES Tutoring:</u> Students are offered additional assistance in English after school from 3:30-5:00 from Monday to Thursday.</p> <p><u>ELA PM School and Holiday Academies:</u> Students who have failed any English class and is behind in credit may repeat the course after school and regain the credit that was lost.</p> <p><u>Saturday School:</u> Students are allowed to attend small group tutoring for four hours for remediation.</p> <p><u>Performance Series and Acuity Assessments:</u> Test used to measure the baseline and academic progress of individual students to determine proper academic intervention services.</p> <p><u>Common Planning Time:</u> Teachers are scheduled to meet daily with colleagues of the same students for continual assessment, case conferencing, tutor small groups and set interim goals for students.</p>
Mathematics:	<p><u>Castle Learning:</u> Test prep materials including test banks, on line assessments and test taking strategies are used to enhance Regents prep and repeater classes.</p> <p><u>After School Math Tutoring:</u> Students are offered additional assistance in mathematics after school from 3:30-5:00 from Monday to Thursday.</p> <p><u>School day 1:1 Math Tutoring:</u> Students are offered additional academic assistance during the school day by the available Math teacher.</p> <p><u>Math PM School and Holiday Academies:</u> Students who have failed any Mathematics class and is behind in credit may repeat the course after school and regain the credit that was lost.</p>

	<p><u>Saturday School:</u> Students are allowed to attend small group tutoring for four hours for math remediation.</p> <p><u>Performance Series and Acuity Assessments:</u> Test used to measure the baseline and academic progress of individual students to determine proper academic intervention services.</p>
Science:	<p>Ninth grade students have 1 ½ periods of Living Environment daily to prepare for the Regents in June.</p> <p><u>Science Lab Makeup:</u> Students who are missing laboratory assignments are allowed to make-up their work under the supervision of an assigned science teacher.</p> <p><u>After School Science Tutoring:</u> Students are offered additional small group assistance after school from 3:30-5:00 from Monday to Thursday.</p> <p><u>School day 1:1 Science Tutoring:</u> Students are offered one-to-one additional academic assistance during the school day by the available teacher.</p> <p><u>Science PM School:</u> Students who have failed any class and is behind in credit may repeat the course after school and regain the credit that was lost.</p> <p><u>Saturday School:</u> Students are allowed to attend small group tutoring for four hours for remediation.</p> <p><u>QTEL for Science:</u> Science Teachers field test lesson strategies with classes that contain ELL students.</p>
Social Studies:	<p>Ninth grade students have 1 ½ periods of US History daily to prepare for the Regents in June</p> <p><u>Castle Learning:</u> Test prep materials including test banks, on line assessments and test taking strategies are used to enhance Regents prep and repeater classes.</p> <p><u>After School History Tutoring:</u> Students are offered additional assistance after school from 3:30-5:00 from Monday to Thursday.</p> <p><u>School day 1:1 Tutoring:</u> Students are offered additional academic assistance during the school day by the available teacher.</p> <p><u>PM School and Holiday Academies:</u> Students who have failed any Regents class and is behind in credit may repeat the course after school and regain the credit that was lost.</p>

	<p><u>Saturday School:</u> Students are allowed to attend small group tutoring for four hours for course work supplementation and remediation</p> <p><u>Acuity Assessment:</u> Test used to measure the baseline and academic progress of individual students to determine proper academic intervention services.</p> <p>Common Planning Time: Teachers are scheduled to meet daily with colleagues of the same students for continual assessment, case conferencing, and sharing best practices</p>
At-risk Services Provided by the Guidance Counselor:	<p>Addams has joined the Mayor’s Task Force on Absenteeism and Truancy Initiative. We have weekly Summit meetings to discuss specific students. We receive a weekly Dashboard that is distributed to each SLC. The Summit Committee is mentoring 10 students each to monitor their attendance and academic progress. Counselors also meet with SLC teachers once a week during Common Planning Periods to participate in case conferences. Counselors meet with students and parents for poor academic performance or attendance of the students. Students are also rewarded through Achievement and Attendance certificates and Student of the Month. We have an Attendance teacher and Family Assistant to conduct home visits on a daily basis.</p>
At-risk Services Provided by the School Psychologist:	<p>School Psychologist does the EPC conferences and evaluation of students submitted by CSE. She is also involved with the Pupil Personnel Team.</p>
At-risk Services Provided by the Social Worker:	<p>Social Worker is involved with the Pupil Personnel Team and does initial interviews with parents before evaluations are done on the students. She also counsels students who are referred to her by guidance counselors.</p>
At-risk Health-related Services:	<p>The Health Aide assesses the immunization status, does eye screening and is there to assist all students who need medical attention</p>

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 _____ Number of Students to be served: 175 LEP _____ Non-LEP _____
Number of Teachers 1 Other Staff (Specify) 1 Spanish teacher

School Building Instructional Program/Professional Development Overview

This school houses grades nine to twelve. The school population is approximately 1183 students representing students from the demographic neighborhood of Black, Latino, and other. All classes are taught only in English to prepare students for the new English Language Assessment (New York State English as a Second Language Test). There are many other activities for our English language learners in order to help them achieve success on the E.L.A. Regents and the NYSESALAT. These activities include:

1. Visits to the Writing Center to improve literacy skills and reading comprehension.
2. Literacy/Scaffolding training for the teachers involved.

3. Take Spanish classes to strengthen their native language skills
4. More frequent composition assignments with feedback.
5. Ongoing staff training for the teachers involved.
6. Constant collaboration with all teachers with the E.S.L. teacher.

All students are identified using the NYSESLAT EXAM. We then program the individual student based on the NYSESLAT categories. All ESL students receive a regular English class in addition to a one period ESL class.

Beginners: LA
Intermediate: LC
Advanced: I.D.

Student progress and proficiency in the English language are measured throughout the year by teacher-constructed examsassessment tool such as Performance Series and the NYSESLAT. This exam is used for determining each individual student's eligibility for promotion.

Title III Language Instruction Program

Saturday and after school tutoring will be available to ELL students. .New textbooks have been ordered for ESL students containing specific material needed to address the New Standards. To assist our ELL population in meeting AYP while at the same time acquainting them with the format of the NYSESLAT, we will use Attansio & Associates' *Getting Ready for the NYSESLAT*.

Core Professional Development Program

All of our E.S.L. teachers possess the appropriate licenses and state certification. The professional development activities planned for our E.S.L. teachers as well as other content area teachers include the following:

1. E.L.A. curricula planning meetings.
2. Meetings to develop activities for the Transitional Level alone.
3. College essay planning meetings.
4. Literacy Program meetings.
5. Computer workshops geared for at risk students.
6. Workshops on the Report.
7. Using data entry to drive instruction.
8. Preparing for the NYSESLAT.
9. Balanced Literacy
10. E.S.L. methodologies and strategies
11. Rubric Development

Our teachers usually attend outside staff development sessions at the Regional Office or at other locations. We meet with teachers in-house and from other schools on Staff Development Days and at other scheduled meetings.

Teachers in the mainstream each SLC have been asked to will include activities using E.S.L. strategies as part of their professional development activities. They will also be asked to collaborate communicate more frequently with the E.S.L. Coordinator and teachers in order to plan activities for the students they have in common.

Section II. Title III, Part A LEP Program Narrative

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.

Title III funds will be used, in part, to provide professional study groups consisting of E.S.L and general education classroom teachers. They will also analyze data, review student work, and work in teams their SLCs to support our E.L.L. student population. Regular professional development sessions will occur throughout the year in which our E.S.L. teachers will work in conjunction with the entire staff to incorporate Academic academic Rigor rigor, student self-assessment, understanding of the state standards, and ESL methodology.

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.

The school has recently divided into three Smaller Learning Communities to allow for Common Planning Time among teachers. Teachers collaborate with the ESL Coordinator to address the needs of SIFE and ELLs across the curriculum. Professional Development is provided through the DOE and our Network on ESL methodology and implementation across content areas

Section III. Title III Budget

School: Jane Addams High School for Academics and Careers BEDS Code: 320800011650

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$18, 733	Hire staff members and per session to: <ul style="list-style-type: none"> • Improve mathematics teaching and learning. • Improve Native Language English Teaching and Learning. • Enrich parent engagement activities and secure appropriate translation and interpretation services. • Develop new programs for high school Students with Interrupted Formal Education (SIFE) and • Integrate ELLs in secondary school reforms.
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$ 2, 882	Textbooks, workbooks, software, and supplies.
Educational Software (Object Code 199)	\$ 4,323	Professional Development Mentor and Materials
Travel		
Other		
TOTAL	\$25,938	

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.

Jane Addams High School is committed to meeting the needs of all parents and students. One of the important aspect is communication.

- Home Language Survey - is in both languages (Spanish and English).
- Parent Coordinator, Teachers, Guidance Counselors and Attendance Teachers -

Parent Coordinator - is an important person at Jane Addams. She meets and greets the parents as they enter the building. Our Parent Coordinator is bilingual and is very familiar with the neighborhood and with the school.

Teachers and other school staff- a number of the teachers, paraprofessional and aides are bilingual.

Guidance Counselors - Five out of seven Guidance Counselors are bilingual. The other two Guidance Counselors receive the service of an interpreter either the Parent Coordinator or one of the Attendance Personnel or fellow Guidance Counselor in an emergency. In many cases the Parent Coordinator is present not only to be part of the conference but also to assist in the translation.

Attendance Personnel - Four of our Attendance personnel out of five are bilingual: the two Attendance Teachers, the Family Assistant and the Attendance Aide.

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.
 - Forms and letters are in both languages. All information sent to parents and students are in both languages.

- Parent/Student Orientation/Open School Night/Day - Prior to the orientation and Open School, letters were sent home in both languages to inform all parents of the meetings. During the orientation translators are present. They wear large identifications to make sure that everyone clearly knows who the interpreters are.

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.

Parents receive notification of outside workshops and informational meetings regarding their child's ELL entitlement. Progress reports are sent out regularly and teachers maintain phone contact with parents. Our parent liaison is bilingual and does outreach to inform parents of school activities, including open school night.

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.

- In-school- interpreters handle phone calls and all after-school conferences and orientation.
- Contracted interpreters assist during special events like Open School Night/Day in October and March and when every needed.
- Contracted interpreters and in-school interpreters are solicited in order to assist in special conferences such as discharges or disciplinary circumstances.

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>.

a) Budget Category

Personnel such as teacher per session or Paraprofessional (bulk jobs)

Explanation

Per Session – To assist with phone calls to the homes of students who are absent, or

need a conference.

\$1139

b) Purchased services such as contractual

Translation or interpretation services

Supplies and material

c) Local travel for staff providing transportation/interpretation services

TOTAL

Non-Contract

We will need a minimum of \$1,000 for October and March Parent Teacher Conferences. Paper, ink, postage - \$500.00

\$150.00

\$2,789.00

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,244,654.77	382,393.20	1,627,047.97
2. Enter the anticipated 1% set-aside for Parent Involvement:	12,446	3,283	15,729
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	49,010.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	186,697	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 88% _____
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.

**Mentors for teachers to practice passing the Content Specialty exams.
 Tuition reimbursement incentive to increase Highly Qualified teachers.
 Revise programs to match the licenses with teachers and have teachers instruct in Content Specialty.**

* 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.

Parents and families of students in **Jane Addams High School for Academics and Careers**, will be provided with opportunities to participate in the Parents' Association, School Leadership Team, and parents educational activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

To encourage parent involvement at Jane Addams High School we will:

- conduct yearly Parents' Association elections for Executive Board members;
- conduct monthly Parents' Association meetings;
- provide the Parents' Association with an office, including furniture and a computer;

- provide an ESL program for parents
- participate in the Learning Leaders Program to train parents to volunteer-and□ assist in the library, on trips, during open houses, and during student/parent orientations.
- through the School Leadership Team develop a plan for increasing teachers' ability to effectively involve parents in their children's education;
- hold yearly orientation meetings for parents with classroom teachers, supervisors, school counselors and related service providers;
- distribute all notices in English and Spanish;
- continue to work with Urban Health to provide ongoing medical services and programs for students and their families.

I. General Expectations

Jane Addams High School for Academics and Careers agrees to implement the following statutory requirements:

- 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. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

Professional Development on the “New Standards” and Assessment, and workshops dealing with pertinent issues that will help parents meet their personal and family needs: i.e., workshop on tax issues, etc.

- Parents will be provided with provided with workshops.
- Parents will also be provided with two-way metrocards.

Parents will also be provided academic support classes such as math, social studies, English, science in order to enable them to work alongside their children as they prepare for the new Assessments.

–Parent Compact for Jane Addams High School for Academics and Careers

The purpose of the parent school compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high standards and a quality education.

The parents' responsibility

- As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.
- I will encourage my son/daughter to participate in at least one extracurricular activity.
- I will seek information regarding my son's/daughter's progress by conferring with teachers, principal and other school district personnel.
- I will attend district-wide parent conferences and visit my son's/daughter's school to discuss and participate in their education.
- I will participate in parent groups/activities to contribute to the decision-making process within the New York City Department of Education.
- I will communicate positive information regarding teachers, principal, principal and other school personnel when discussing school with my son/daughter.
- I will encourage my son/daughter to follow the rules and regulations of the school.
- I will encourage my son/daughter to dress according to district's/school's dress code.

The school's responsibility

- **Jane Addams High School for Academics and Careers** will solicit parent and community input (through meetings, interviews, questionnaires, surveys, etc.) regarding the education of the students it serves.
- Jane Addams will offer flexible scheduling of parent meetings, training sessions, assemblies, school functions to maximize parent participation.
- Jane Addams will provide translations of written notifications and interpreters at parent conferences, parent meetings, and training sessions.
- Jane Addams will give assignments every day. Assignments will be an extension of what is learned in the classroom and not merely "busy work" or untaught concepts that may cause parents and students undue stress at home.
- Parents will be notified of school events in a timely, efficient manner.
- Training sessions/workshop on diverse topics and issues will be offered to parents and community members.
- The school building will be used to foster the growth and advancement of the community by being offered for parent training workshops, ESL classes, adult basic education classes, computer classes, etc, after school and on weekends.
- Jane Addams will convey instructional thrusts and initiatives to parents at school-wide meeting and parents' conferences.
- Jane Addams High School will inform parents of the individual achievement levels of students.

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Go to tutoring in order to pass English Regents, Global Regents, U. S. History Regents, Math AIntegrated Algebra Regents, Living Environment Regents, and the New York State Career and Technical education exam.
- Be in school and on time everyday unless I am prevented by illness or some unplanned incident.
- Respect myself and others.
- Follow the rules and regulations of 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.

Please see Section VI and Appendix 1B

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - 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.

Please see Section VI and Appendix 1B

3. Instruction by highly qualified staff.
 - Mentors for teachers to practice passing the Content Specialty exams.
 - Tuition reimbursement incentive to increase Highly Qualified teachers.
 - Revise programs to match the licenses with teachers and have teachers instruct in Content Specialty.
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.

Please see Section VI and Appendix 1B

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

Please see Section VI Goal #1

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

See pg 37

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.

Please see Section VI

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.

Please see Section VI and Appendix 1B

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.

Please see Appendix 1

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	15-18, 23-25, 33
Title I, Part A (ARRA)	Federal	✓				✓	15-18, 23-25, 33
Title II, Part A	Federal	N/A				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.

Title III, Part A	Federal	✓			✓	26-32
Title IV	Federal	✓			✓	25, 34-38
IDEA	Federal	✓			✓	15-18, 23-25, 33
Tax Levy	Local	✓			✓	15-18, 23-25, 33

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.

Please see Section VI and Appendix 1B

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

Please see Section VI and Appendix 1B

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;

Please see Section VI and Appendix 1B

4. Coordinate with and support the regular educational program;

Please see Section VI and Appendix 1B

5. Provide instruction by highly qualified teachers;

Please see Section VI

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

7. Provide strategies to increase parental involvement; and
See pages 26-32

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

See pg 15-18, 23-25, 33, 40

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Corrective Action Year 2 **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

We are CA2- Comprehensive, where all student groups did not make AYP in ELA and Mathematics. Further analysis of each subgroup indicates that the PI for Hispanic or Latino was 153, but the effective AMO is 169. Further investigation reveals that female students' PI is 162, but effective AMO is 169. However, for male students the PI is 135, but effective AMO is 167. Review of NYSESLAT results and ELL student performance on Regents exams they've taken thus far. Most ELL students who have begun to take Regents exams are not meeting test criterion. Although we have 100% tested, the male and ELL subgroups are not adequately prepared for Regents exams

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

See pgs 15-18 and pgs 23-29

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

School Under Registration Review (SURR)

- Expand professional development to align with the school goals and needs of faculty that supports student achievement
- Support school wide Inquiry Teams to strengthen instruction and raise students' learning outcomes
- School-wide implantation of DataCation to understand individual student and subgroup performance
- Deepen differentiation to engage all students
- Revise curricula to align with State standards
- Strengthen rubrics in order to convey clear next steps for improvements

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

New teachers are mentored by teachers who are satisfactory and have mastery in the applicable content area

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.

See Appendix 4B

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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: 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.)

The STH population is 18

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

Addams has joined the Mayor's Task Force on Absenteeism and Truancy Initiative. We have weekly Summit meetings to discuss at risk students. We receive a weekly Dashboard that is distributed to each SLC. The Summit Committee is mentoring 10 students each to monitor their attendance and academic progress. Counselors also meet with SLC teachers once a week during Common Planning Periods to participate in case conferences. Counselors meet with students and parents to discuss academic performance or attendance of the students. Students are also rewarded through Achievement and Attendance certificates. We have an Attendance teacher, Family Assistant and SPARK counselor to support students and families.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Jane Addams High School for Academic Careers					
District:	8	DBN:	08X650	School	320800011650	

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		77.1	77.6	79.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	690	431	310				
Grade 10	496	501	387				
Grade 11	113	181	80				
Grade 12	182	152	220				
Ungraded	6	9	7				
Total	1487	1274	1004				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.9	94.5	95.4

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	79.8	89.2	88.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	12	105	18

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	22	15	0

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	162	128	98	Principal Suspensions	83	477	190
# in Collaborative Team Teaching (CTT) Classes	38	34	43	Superintendent Suspensions	50	15	24
Number all others	87	98	64				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	939	1192
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	0	0	TBD	Number of Teachers	111	103	90
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	45	42	26
# receiving ESL services only	165	139	TBD	Number of Educational Paraprofessionals	9	8	12
# ELLs with IEPs	35	53	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	137	161	371	% fully licensed & permanently assigned to this school	100.0	100.0	94.1
				% more than 2 years teaching in this school	69.6	72.0	82.2
				% more than 5 years teaching anywhere	62.5	64.5	81.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	79.0	90.0
American Indian or Alaska Native	0.4	0.4	0.3	% core classes taught by "highly qualified" teachers	84.9	96.7	86.7
Black or African American	33.8	35.7	37.1				
Hispanic or Latino	63.1	61.1	60.7				
Asian or Native Hawaiian/Other Pacific	1.5	1.7	1.7				
White	0.6	0.4	0.3				
Male	30.2	29.4	28.9				
Female	69.8	70.6	71.1				

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,					
-----------------------------	--	---------	--	--	--	--	--

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						v
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	X	56
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	50.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment: <i>(Comprises 15% of the</i>	7.8	Quality Statement 2: Plan and Set Goals	WD
School Performance: <i>(Comprises 25% of the</i>	10.6	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress: <i>(Comprises 60% of the</i>	32	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit:	0	Quality Statement 5: Monitor and Revise	P

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 CEI-PEA	District 08	School Number 650	School Name Jane Addams H. S.
Principal Sharron Smalls		Assistant Principal Derek Schuelein	
Coach type here		Coach type here	
Teacher/Subject Area Richard Painter - ESL Teacher		Guidance Counselor type here	
Teacher/Subject Area type here		Parent Abigail Grafals	
Teacher/Subject Area type here		Parent Coordinator Diosa Reyes	
Related Service Provider Mr. Melgar		Other type here	
Network Leader Alan Cohen		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	1183	Total Number of ELLs	192	ELLs as Share of Total Student Population (%)	16.23%
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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.
- 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.)
 - 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.

Paste response to questions 1-6 here

Most of the students in the ESL program have come into the school already identified as ELL. We do, however, have several new students coming into the school. There is an informal student interview in English and native language (if possible). We are instituting a policy where this must be done by a pedagogue and the home language survey is completed by the parent before leaving the school. The student is then administered the LAB-R and the Spanish LAB-R to Spanish speaking students. All students are administered the NYSESLAT at the end of the academic year as well as two NYSESLAT assessments by Pearson, one in the Fall and one in early Spring.

The Parent Coordinator is bilingual. She meet and greet the parents. She also assists guidance staff to discuss our Freestanding ESL program and distributes entitlement letters to parents.

Guidance Counselors - Five out of seven Guidance Counselors are bilingual. The other two Guidance Counselors receive the service of an interpreter either the Parent Coordinator or one of the Attendance Personnel or fellow Guidance Counselor in an emergency. In many cases the Parent Coordinator is present not only to be part of the conference but also to assist in the translation.

Attendance Personnel - Three of our Attendance personnel out of five are bilingual: the Attendance Teacher, the Family Assistant and the Attendance Aide.

At this time, all students are placed in ESL program. We have no bilingual program. Parents are informed of this and have accepted that their child will be in a freestanding ESL program.

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										4	4	4	4	16

Push-In														0
Total	0	0	0	0	0	0	0	0	0	4	4	4	4	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	29
SIFE	22	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	68

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										0
Dual Language										0
ESL	8	2	0	16	10	1	68	10	28	92
Total	8	2	0	16	10	1	68	10	28	92

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
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:
Native American:	White (Non-Hispanic/Latino):
	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										23	27	31	7	88
Chinese														0
Russian											1			1
Bengali														0
Urdu														0
Arabic														0
Haitian											1			1
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other										1		1		2
TOTAL	0	24	29	32	7	92								

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.

Paste response to questions 1-4 here

* The organizational model is departmentalized, with ungraded, heterogenous groupings.

* ESL students receive a period of ESL daily. Students also are required to take Native Language Arts daily

*The content areas area delivered in English. Where applicable, bilingual paraprofessionals instructionally assist ESL students. Additionally content area teachers implement ESL methodologies to differentiate instruction.

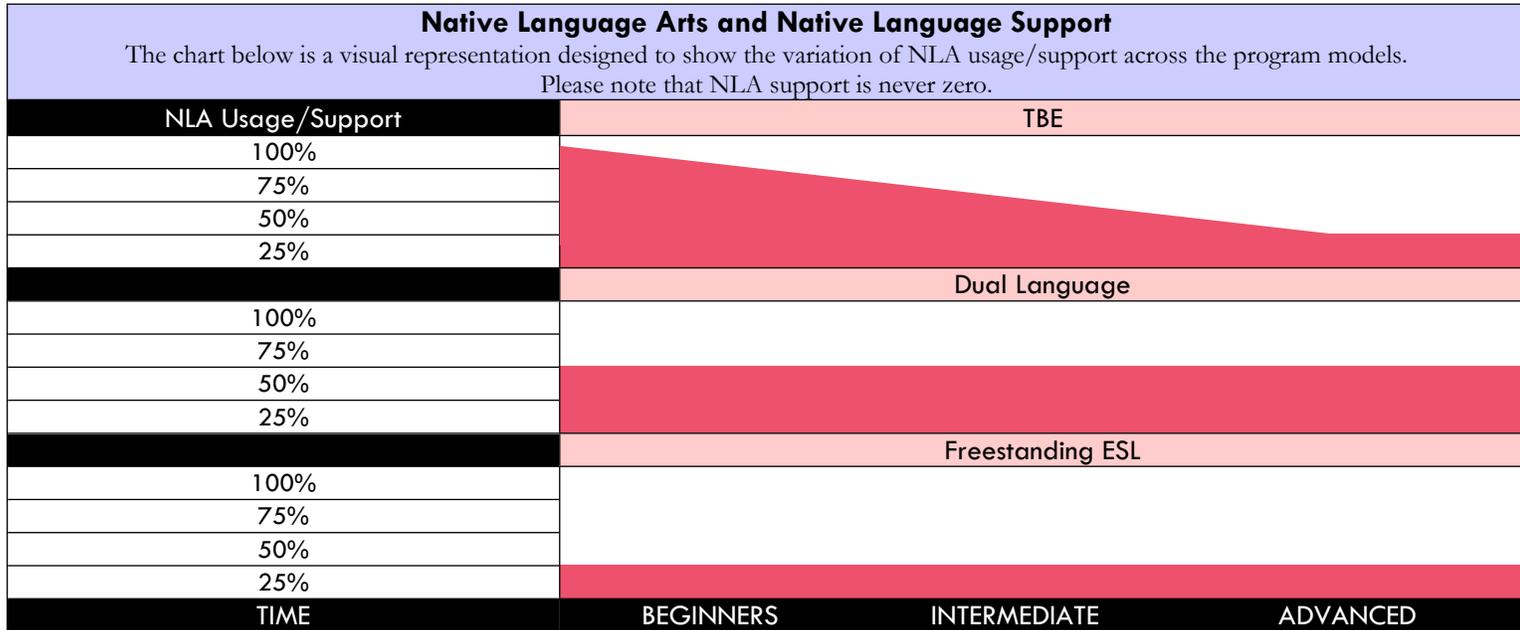
* The school has recently divided into three small learning communities. This allows for common planning time among teachers so that the needs of SIFE, ELL (short term and long term) can be addressed across the curriculum, and not just in the ESL program. Individualized Education Plans are studied so that needs of the special student are met, i.e., additional time for testing or directions read. ESL instruction is scaffolded so that the needs of students in all proficiency levels are met. Different institutional material is created for the students new to the country acquire basic interpersonal communication skills before moving into academic language.

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
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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?

The school is restructured into Smaller Learning Communities where teachers meet daily. ESL classes are given to students across SLCs; the ESL Coordinator ensures services and resources correspond the ELL's ages and grade levels.

The SLCs have core Inquiry Team members that identified ELLs who are Hispanic or Latino and male. Teachers collaborate with the ESL coordinator to implement ESL methodology and set interim goals to monitor progress. Our Spanish teacher provides a supplemental base for teachers to translate materials, collaborate on lesson planning to reinforce reading and writing goals.

Teachers use ARIS to identify students and will continue to differentiate to improve their weak areas. Teachers use data to identify students for AIS and assign to the Writing Center, where they receive one on one tutorials, regents prep, and instructional reinforcement. We also have Holiday Academies, PM school, and lunch tutorials to strategically reverse grade failures.

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)?

Paste response to questions 1-5 here

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.

The ESL coordinator receives professional development through the DOE and our Network. He then turnkey within each SLC. He also analyze student data and discuss his findings. He then collaborates with teachers to implement ESL methodology to differentiate lesson plans. Teachers are trained to use ARIS to understand individual students and subgroup historical performance.

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?

We have a Community Associate whose role is to organize monthly meeting with parents to update them on school developments. She also is responsible to send out mailings and organize our automated phone system to inform parents of upcoming meetings and important events. We review the Learning Environment Survey to determine how parents evaluate the school and to revise our goals to address their needs. We are one of 25 schools selected for the Mayoral Interagency Task Force to reduce chronic absenteeism and truancy. We have several CBO and DOE programs on site to address the needs of parents and students. We recently had a Parent Summit to that described the services that are on site, such as Urban Health, SPARK program, LYFE Program for teen mothers, SASF free tutoring, BuildOn, and the Leadership Academy

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)										2				2
Intermediate(I)										12	6	2	1	21
Advanced (A)										10	23	30	6	69
Total	0	0	0	0	0	0	0	0	0	24	29	32	7	92

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										2	0	0	0
	I										2	2	0	0
	A										4	4	2	0
	P										16	23	30	7
READING/ WRITING	B										2	0	0	0
	I										9	5	3	0
	A										13	24	29	7
	P													

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	38		18	
Math	37		12	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	66		16	
Physics				
Global History and Geography	9		1	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government	63		16	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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

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

The students are administered the LAB-R and the Spanish LAB-R to Spanish speaking students. Students take diagnostic assessments such as Performance Series, Acuity, as well as two NYSESLAT assessments by Pearson each term. All ESL students take the NYSESLAT at the end of the academic year. Last year's NYSESLAT results clearly revealed that our students perform best on the Listening/Speaking portion but mostly score between 600-650 on Reading/Writing. Additionally we have not made AYP on ELA exams in the Hispanic or Latino subgroup. Thus, there is a distinct correlation between NYSESLAT and ELA outcomes; students exhibit the same weak areas on both exams.

Additional Information

There is a school wide evaluation of curriculum to realign with state standards, and revise instructional practice to differentiate so that lessons

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.

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		