



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** JOHN ADAMS HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 27Q480

**PRINCIPAL:** GRACE ZWILLENBERG **EMAIL:** GZWILLE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** JUAN MENDEZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
GRACE ZWILLENBERG	*Principal or Designee	
THOMAS MAHER	*UFT Chapter Leader or Designee	
DANIEL RHODES	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
VITORIA ALVARADO NICOLE TORRAU	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
ICHEL BERLY	Member/	
CELIA LEWIS	Member/	
CALVIN PALMER	Member/	
KATHLEEN RODRIQUEZ	Member/	
BEVERLY TOWNES	Member/	
	Member/	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **At the end of the academic year 2011-2012, students in the senior Cohort including students with disabilities and ELLs will make progress towards achieving the state graduation standards as evidenced by a 6% increase in the Graduation Rate based on the School's Accountability and Overview Report.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

64% of students graduated in June/August 2011, five percentage points from below the City average. Our goal is to increase the number of students graduating to 70% by June/August 2012. In addition, making AYP in all identified City and State Accountability subgroups.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity # 1:**

#### **Instructional Outreach:**

- The school has adopted a variety of research-based programs that are vertically and horizontally aligned with CCSS and NYS Standards.
- APEX Learning and Skills Tutor address the JIT's finding by providing increased opportunity for under credited, academically challenged, and advanced students to complete courses through an alternative pathway. Both programs allow individual students opportunities to recover credits and to graduate in 4-years through a rigorous curriculum aligned with the CCLS and the NYS Standards. The programs support varying levels of student readiness through digital curricula along multiple course pathways, including core competency, honors, advanced, including core competency, and exam prep courses. Similarly, Skills Tutor provides differentiated instruction, individualized data assessment and a variety of learning activities to engage and prepare students for college and workforce readiness.
- Targeted Population(s): Cohort N (n = 1003)  
Responsible Staff Members: Principal, Assistant Principals, SLC Directors, Guidance Counselors, Teachers, Inquiry Team, and Teacher Team leaders
- Implementation Timeline: September 2011 through May 2012

### **Activity # 2:**

#### **Professional development efforts to improve instruction:**

- Teachers self-assessment on selected components of a research-based rubric.
- Professional development committee develops and implements a coherent PD plan for teachers that integrate the selected components of a research-based rubric through Wednesday PD.
- School leaders set up and follow a schedule for teacher observation and feedback using the Danielson rubric. The discussion and implementation of PD are ongoing.
- Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum.

- Teacher self-assessments on selected components of the Danielson rubric.
- Teachers College Writing Project will address the JIT finding by incorporating writing into the curriculum across all disciplines. It will provide a foundation for literacy through a Writing Workshop in the freshman year to strengthen literacy through the components of balanced literacy. It will support all students in the acquisition of academic language and align the ELLs and the ISS students with the NYS Standards based ELA curriculum. The Writing Project will provide teachers with strategies to teach writing in engaging and creative ways that will foster lifelong literacy skills and higher order thinking.

Targeted Population(s): Teachers (n – 205)

Responsible Staff Members: Principal, Assistant Principals, SLC Directors, Guidance Counselors, UFT Teacher Center Representative (UFT), Teachers, Inquiry Team, and Teacher Team leaders

Implementation Timeline: September 2011 through May 2012

**Activity # 3:**

**Student Outreach/Regent Prep**

- Cohort N students are offered tutoring, credit recovery, Blended Online Learning (APEX), Achieve 3000, Saturday School and School Break Classes (mid-winter, etc.) to recover previous failures.
- Students were identified at the beginning of the year as at-risk were placed in the Senior Academy or the Achieve Now programs. These programs provide academic and social intervention to address students’ specific needs.
- Students who are falling behind are regularly monitored by SLC APs, Directors, Teacher Team Leaders Guidance Counselors during scheduled PPT and CPT meetings. Academic intervention plans, where applicable, were developed and implemented for each individual student or group of students. Immediate and targeted follow-up will be conducted by guidance counselor and/or other designated staff

Targeted Population(s): Cohort N (n – 1003)

Responsible Staff Members: Principal, Assistant Principals, SLC Directors, Guidance Counselors, Teachers, Inquiry Team, and Teacher Team leaders

Implementation Timeline: September 2011 through May 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Learning Environment Survey administered and collected yearly
- Parent engagement events such as Career Week, Open School Night/Day, SLC Sponsored Events, Family Sports Night Safety Meetings
- SLC Advisor to coordinate efforts and communication between parents, students and staff
- SLC weekly newsletters in high needs languages at the school
- Parent Association Meeting
- SLC Night meets once a month to address the needs and concerns of parents and include SLC AP, Attendance Coordinator, SLC director and guidance counselor
- Data Night held once each marking period to assist parents in understanding and accessing student data, such as ARIS, DataCation, Daedalus
- Advertise monthly events and successes in local newspaper

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers
- Assistant Principal of Organization (APO) works closely with CFN 611, Newvisions, and DOE Personnel to ensure that non-HQT meet all require documentation and assessment deadline.
- Mentors are assigned to support new and challenged teachers to discuss and model classroom strategies to increase student achievement and outcome.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school is using several instructional programs to support student development, such as, Reading Horizon, Achieve 3000, VETEA Programs
- Moot Court & Mock Trials, 911, Health & Career Program, and Virtual Enterprise.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- As a Title I Schoolwide Program school (\$19,845), conceptual consolidation will allow us combined Federal and Local funds, such as, Fair Student Funding (Tax Levy = \$15,715,829), Title I Funds, Title III, SIG Funds, and human resources to implement this action from Sept 2011 to June 2012 as indicated below.
- Professional instructional materials (i.e., Smartboards, Projectors, Laptops, instructional software) to support curriculum development for all students during regular school day.
- Teacher per session (daily = \$41.98 without fringe)  
EPO School Improvement Facilitator Newvisions' SAM through SIG / Restart funds (\$880,511)

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**At the end of the academic year 2011-2012, students in their third year including students with disabilities and ELLs will make progress towards achieving 10 or more credits towards graduation as evidenced by a 5% increase in the Graduation Rate based on the New York City Progress Report and New York State Accountability Report.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The number of credits third year students are accumulating has been decreasing for the past two years. Our goal is to increase the number of students accumulating 10 or more credits by June/August 2012. In addition, making AYP in all identified City and State Accountability subgroups.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessment to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity # 1:**

**Professional Development:** In collaboration with the EPO School Improvement Facilitator Newvisions' SAM we have identified targeted students for Inquiry team and are developing Instructional Strategies to promote student growth.

Designing On-going formative assessment and using the data results to develop learning goals/plans with teachers

- SLC teams will focus on 11th graders to monitor the at risk students closely.

**Targeted Population(s):** Third Year Students

**Responsible Staff Members:** Principal, Assistant Principals, SLC Directors, Guidance Counselors, UFT Teacher Center Representative (UFT), Teachers, Inquiry Team, and Teacher Team leaders

**Implementation Timeline:** September 2011 through June 2012

### **Activity # 2:**

- Guidance counselors and other support staff will work with students on identifying goals to improve their academic success after each marking period
- Guidance counselors will meet with 11th grade students and parents to ensure that at risk students are succeeding and that there is an academic intervention plan in place to target and ensure students are attending tutoring and other academic intervention services that are being offered
- *Students will be offered credit recovery classes before and after school as well as holiday- break classes and Saturday school.*
- Other credit recovery efforts, such as, alternative pathways (blended learning) will be offered during periods: 0,5,6,7,8,9 and 10.

**Targeted Population(s):** Third Year Students

**Responsible Staff Members:** Principal, Assistant Principals, SLC Directors, Guidance Counselors, UFT Teacher Center Representative (UFT), Teachers, Inquiry Team, and Teacher

Team leaders

Implementation Timeline: September 2011 through June 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Learning Environment Survey administered and collected yearly will be reviewed and analyzed in order to understanding the areas of need as well as how best to support parents
- Parent engagement events such as Career Week, Open School Night/Day, SLC Sponsored Events, Family Sports Night
- Safety Meetings
- SLC Advisor to coordinate efforts and communication between parents, students and staff in order to provide best learning and supportive practices parents can due to reinforce student learning at home.
- SLC weekly newsletters in high needs languages at the school
- Parent Association Meeting
- SLC Night meets once a month to address needs and concerns of parents and includes SLC AP, Attendance Coordinator, SLC director and guidance counselor
- Data Night held once each marking period to assist parents in understanding and accessing student data, such as ARIS, DataCation, Daedalus
- Advertise monthly events and successes in local newspaper

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers
- APO works closely with CFN 611, Newvisions, and DOE Personnel to ensure that non-HQT meet all required documentation and assessment deadline.
- Mentors are assigned to support new and challenged teachers.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school is using several instructional programs to support student development, such as, Reading Horizon, Achieve 3000, APEX, Skills Tutor as instructional tools to support struggling learners and ensure timely graduation.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- As a Title I Schoolwide Program school, conceptual consolidation will allow us combined Federal and Local funds, such as, Fair Student Funding (Tax Levy), Title I Funds, Title III, SIG Funds, and human resources to implement this action from Sept 2011 to June 2012 as indicated below.
- Supervisor per session (2 days per week)
- Professional instructional materials (i.e., Smartboards, Projectors, Laptops, instructional software) to support curriculum development during regular school day.
- Teacher per session (daily = \$41.98 without fringe)

- EPO School Improvement Facilitator Newvisions' SAM through SIG funds
- 2 Cycles of Targeted Credit Recovery Program focusing on the identified subgroups who did not make AYP
- December and February 2012 (\$20,000)
- Supervisor = 40-hrs x \$52.39 = \$2,095.60
- Teachers = 280-hrs (14 teachers) x \$50.06 = \$14,016.80
- Guidance and School Based Support = 20-hrs x 2 = \$3,371.60
- Instructional Materials = \$458.80

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**At the end of the academic year 2011-2012, attendance for all students, including students with disabilities and ELLs will increase to 85% as measured by the New York city's Progress Report.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The percentage of attendance for last year was below the citywide expectation for High Schools. Our goal is to increase attendance by 6% points by June/August 2012.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response
- strategies/activities that encompass the needs of identified student subgroups,
- staff and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- timeline for implementation.

#### **Activity # 1:**

##### Attendance Outreach:

- Regular attendance meetings to review student level data regarding attendance as it pertains to individual SLC.
- Students with attendance issues will be flagged at school entrance to meet with the attendance coordinator and guidance counselor to discuss barriers to regular school attendance.
- Automated phone calls made through the school messenger and WakeupNYC! for students with less than 80% attendance or late to school.
- Students are flagged at school entrance to meet with the attendance coordinator and guidance counselor to discuss barriers to regular school attendance.
- Frequent home visits are made by attendance teachers and other assigned staff to address LTA and 407 students
- Attendance team meets weekly to implement strategies and best practices to improve attendance for students with less than 80% attendance.
- Attendance team closely monitors ATS attendance data and plans strategic next steps to improve attendance at their weekly meetings
- Attendance team targets different groups of students and uses specific and targeted strategies to get students to attend school regularly. These efforts include parent/student/counselor conferences, where specific attendance goals are identified and specific supports are provided to students to improve their attendance.

Targeted Population(s): All Students

Responsible Staff Members: Principal, Assistant Principals, SLC Directors, Guidance Counselors, Attendance Coordinator, Attendance Teacher, Teachers, Inquiry Team, and Teacher Team leaders

Implementation Timeline: September 2011 through June 2012

**Activity # 2:**

Recognition and Celebration of students with improved attendance:

- Monthly attendance incentives will be offered to improve overall student attendance
- Honor students with perfect attendance, e.g., 90-99% attendance, most improved attendance, etc
- Attendance competitions will be planned across all SLCs to motivate students to improve their attendance. Winners will be awarded a variety of incentives

Targeted Population(s): All Students

Responsible Staff Members: Principal, Assistant Principals, SLC Directors, Guidance Counselors, Attendance Coordinator, Attendance Teacher, Teachers, Inquiry Team, and Teacher Team leaders

Implementation Timeline: September 2011 through June 2012

**Activity # 3:**

Use of Data Analysis for Strategic Planning:

- regular attendance meetings to review student level data regarding attendance as it pertains to individual SLC.
- Attendance team meets weekly to implement strategies and best practices to improve attendance for students with less than 80% attendance.
- The principal and assistant principals identify areas of need as it relates to attendance. Attendance data is analyzed through multiple lenses including, student learning, parent involvement, behavior, and scholarship. This valuable process enables administration to triangulate data from multiple sources (internal & external) to identify patterns and trends, understand implications on budget, staff and professional development, and plan appropriate next steps.

Targeted Population(s): All Students

Responsible Staff Members: Principal, Assistant Principals, SLC Directors, Guidance Counselors, Attendance Coordinator, Attendance Teacher, Teachers, Inquiry Team, and Teacher Team leaders

Implementation Timeline: September 2011 through June 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Learning Environment Survey administered and collected yearly
- Parent engagement events such as Career Week, Open School Night/Day, SLC Sponsored Events, Family Sports Night
- Safety Meetings
- SLC Advisor to coordinate efforts and communication between parents, students and staff
- SLC weekly newsletters in high needs languages at the school
- Parent Association Meeting
- SLC Night meets once a month to address needs and concerns of parents and includes SLC AP, Attendance Coordinator, SLC director and guidance counselor
- Data Night held once each marking period to assist parents in understanding and accessing student data, such as ARIS, DataCation, Daedalus
- Advertise monthly events and successes in local newspaper

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers
- APO works closely with CFN 611, Newvisions, and DOE Personnel to ensure that non-HQT meet all require documentation and assessment deadline.
- Mentors are assigned to support new and challenged teachers

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Funds are used to purchase and update the CAASS Attendance System, including Daedalus, DataCation where on-going PD are provided to staff.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- As a Title I Schoolwide Program school, conceptual consolidation will allow us combined Federal and Local funds, such as, Fair Student Funding (Tax Levy), Title I Funds, Title III, SIG Funds, and human resources to implement this action from Sept 2011 to June 2012 as indicated below.
- Funds are used to purchase and update the CAASS Attendance System, including Daedalus, DataCation, and staff PD.
- Supervisor per session (2 days per week)
- Professional instructional materials (i.e., Smartboards, Projectors, Laptops, instructional software) to support curriculum development during regular school day.
- 2 Attendance Teachers (daily) [AIDP] = \$205,027
- EPO School Improvement Facilitator Newvisions' SAM through SIG funds

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.\

**At the end of the academic year 2011-2012, cohort N students including students with disabilities and ELLs will make progress towards achieving five percentage points on all Regents exams by June/August 2012 as measured by the Graduation Rate and NYC Progress Report.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

To increase graduation and make AYP for all students and identified subgroups, as measured by the NYS Accountability Report Card.

To improve the overall Report Card grade on the New York City Progress Report.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity # 1**

Increase Student achievement on State Exams:

- To better align our instructional objectives to the Regents exams, and to measurably improve by five percentage points student achievement and progress on these exams, and to support struggling learners in this process.
- To administer one or more practice Regents exams in support of student achievement in each exam.
- To analyze the results in order to inform instruction in support of student progress in these areas.
- To create structures and templates that will help to analyze data, to align instruction, to develop a better understanding of how well our students are doing on these exams in reference to previous results and in subgroups, and to support students on these exams.
- To design and implement curricular maps in all disciplines that are vertically and horizontally aligned to CCLS and NYS Standards.

Targeted Population(s): All Students

Responsible Staff Members: Principal, Assistant Principals, SLC Directors, Guidance Counselors, Attendance Coordinator, Attendance Teacher, Teachers, Inquiry Team, and Teacher Team leaders

Implementation Timeline: September 2011 through June 2012

### **Activity # 2:**

Targeted Academic and Guidance Intervention Services: in order to increase the passing percentage on the Regents exams for all students and this includes English Language Learners (ELL), Student With Disabilities (SWD) and other subgroups of students, we are implementing the following measures:

- AM/PM Tutoring

- Saturday Enrichment
- Peer Tutoring by SLC
- Assisted Classes
- One-on-one and/or group Guidance Conferences

Targeted Population(s): All Students

Responsible Staff Members: Principal, Assistant Principals, SLC Directors, Guidance Counselors, Attendance Coordinator, Attendance Teacher, Teachers, Inquiry Team, and Teacher Team leaders

Implementation Timeline: September 2011 through June 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Learning Environment Survey administered and collected yearly
- Parent engagement events such as Career Week, Open School Night/Day, SLC Sponsored Events, Family Sports Night
- Safety Meetings
- SLC Advisor to coordinate efforts and communication between parents, students and staff
- SLC weekly newsletters in high needs languages at the school
- Parent Association Meeting
- SLC Night meets once a month to address needs and concerns of parents and includes SLC AP, Attendance Coordinator, SLC director and guidance counselor
- Data Night held once each marking period to assist parents in understanding and accessing student data, such as ARIS, DataCation, Daedalus
- Advertise monthly events and successes in local newspaper

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers
- APO works closely with CFN 611, Newvisions, and DOE Personnel to ensure that non-HQT meet all require documentation and assessment deadline.
- Mentors are assigned to support new and challenged teachers

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school is using several instructional programs to support student development, such as, Reading Horizon, Achieve 3000, VETEA Programs
- After School Tutoring Program, Saturday Enrichment, and AM/PM AIS support services.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- As a Title I Schoolwide Program school, conceptual consolidation will allow us combined Federal and Local funds, such as, Fair Student Funding (Tax Levy), Title I Funds, Title III, SIG Funds, and human resources to implement this action from Sept 2011 to June 2012 as indicated below.
- Funds are used to purchase and update the CAASS System for flagging students, including Daedalus, DataCation, and staff PD.
- Supervisor per session (2 days per week)
- Professional instructional materials (i.e., Smartboards, Projectors, Laptops, instructional software) to support curriculum development during regular school day.
- Targeted Regents Prep for all levels 1 & 2 students (Cohorts J – Q) = \$90,255 (SIG Restart)

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	531	432	646	623	365	N/A	N/A	N/A
10	767	415	519	619	201	N/A	N/A	N/A
11	403	255	383	481	261	N/A	N/A	N/A
12	104	109	171	217	334	N/A	N/A	N/A

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

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

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

John Adams' Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. John Adams community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school and available in the Principal's Office.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a dedicated staff person to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

John Adams High School will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

John Adams High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

#### Additional Items:

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

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

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).

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

- Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA/PAC executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
  - Through the efforts of the PAC Chair person and PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by October 31, 2011.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, health care, and financial planning.

### School Visitations

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

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring)
- PTA/PAC and SLT meetings (monthly)
- Student of the month celebrations held in conjunction with PTA/PAC meetings,
- Celebration of Achievement held yearly
- Senior Awards,
- Culminating celebrations marking their child's success at the school and
- Parent workshops and activities (as scheduled by the Parents Association and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class. Parents may contact their child's guidance counselor to arrange an appointment.

**Professional Development:**

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

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

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

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

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

**Project Funding**

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

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

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



Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.
  - The 10% Title I funds are being used to provide professional development to key stakeholders who are then used to run support student programs including Reading Horizon, Achieve 3000 and our VETEA Programs, After School Tutoring Program, Saturday Enrichment, and AM/PM AIS support services.
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 where applicable are given a mentor in their content specialty. These mentors are selected from our most highly effective teaching staff.

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.

The school will send the DOE template to all parents.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Jose Ruiz</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>480</b>
School Name <b>John Adams H.S</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Grace Zwillenberg</b>	Assistant Principal <b>George Badia</b>
Coach <b>Regina Barton</b>	Coach <b>Bahaa Aboughaida/A.P. Math</b>
ESL Teacher <b>Breina Lampert</b>	Guidance Counselor <b>AnaMaria Castro &amp; Dina Pinto</b>
Teacher/Subject Area <b>S. Chowdhury/Bilingual History</b>	Parent <b>Isabel Tejada</b>
Teacher/Subject Area <b>Miguel Arca/Bilingual Science</b>	Parent Coordinator <b>NA</b>
Related Service Provider <b>Rosemary Wildeman</b>	Other <b>Sergio Mantilla/Bilingual Math</b>
Network Leader <b>Roberto Hernandez</b>	Other <b>Michele Charles/AP ELA</b>

### C. 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	<b>15</b>	Number of certified bilingual teachers	<b>4</b>	Number of certified NLA/foreign language teachers	<b>14</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>4</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>3467</b>	Total Number of ELLs	<b>593</b>	ELLs as share of total student population (%)	<b>17.10%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

#### ELL Identification Process & Parent Choice

At John Adams High School, the Language Allocation Committee has developed implementation procedures to ensure that all parents of incoming over-the-counter students understand the programs available for their children. At John Adams High School, all forms are given to the parents at registration in their own language. This supports proper understanding of the forms and the process. There is additional support in their language by pedagogues if needed. Upon completion, the forms are then returned to the pedagogue conducting the intake process. The interview process takes place at the time of registration along with identification and placement of ELL students. Ms. D'Esposito, Assistant Principal of Pupil Personnel Services, confirms the student's educational background via the ATS system. She then helps the parent or guardian complete the Home Language survey. There is a team of ELL teachers who work on the intake process with the Assistant Principal as their circular 6R assignment. They help facilitate with translation and the process of sending out entitlement letters, non-entitlement letters, continuation letters and placement letters. This determines if the student is a non-native English language speaker. At this time, upon determination of the child's home language, Ms. Lampert, LAB BESIS coordinator, administers, hand scores the answer sheet and interviews the student to assess if the student needs ESL/Bilingual services. Once we determined through the assessment that the student needs services the DVD is shown to the parent in their native language. Armed with the information provided in the DVD, the parent will then make the decision of whether he/she wants the student to be in the Free Standing ESL Program or the Bilingual Program. We explain to parents that at this moment we have a Spanish and Bengali Transitional Bilingual Program and that for parents who request another language, there are other schools in the city that may offer a Bilingual Program in their native language or a dual language program. We are very excited to offer two Transitional bilingual programs in Bengali and Spanish. Since a large population of the incoming students are Spanish or Bengali, we offer both of these bilingual programs. Parents choose TBE, those who reject certain programs stay at JAHS because of the proximity to our school from their homes or choose our excellent Free Standing ESL Program.

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

To make sure that the parent understands the process we:

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

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

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

The Transitional Bilingual Program, as well as our ESL Free Standing program, include all the components that parents want for their students. Through the years we have been improving our services for the benefit of our students. For example, we have bilingual counselors, after-school and Saturday tutoring with certified Bilingual content area teachers and materials. Due to an increased number of SIFE students, we are now offering additional services as a result of a grant we received. Money has been allocated for programs such as ACHIEVE 3000, Destination Math, RIGOR and others. ESL teachers use Achieve 3000 at least 2 class periods each week during their double period class and 3 times per week in their LAB class. Achieve 3000 in Spanish is used during the NLA class 2 times per week. Our beginning level ESL teacher who works with SIFE students uses RIGOR and our Bilingual math teacher uses Destination Math twice a week. We are offering classes, tutoring and guidance during both the regular school day and after school. It is expected that these programs will improve literacy in English and Math as well as improve literacy in their native language.

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

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

Home Language: **This school serves the following grades (includes ELLs and EPs)** English language development and academic achievement as follows according to Home Language: **Check all that apply**



Free Standing ESL Program Participation –

- Only 15% (68 students) of our total English Language Learners population are in the Free Standing ESL Program  
In this program the two larger groups are Punjabi and Arabic. Punjabi with a 25% of the students (24 students at different grade levels) and 21.5% Arabic (20 students) in the Free Standing ESL Program.

Spanish Transitional Bilingual Program

- Sixty percent (61.7%) of our English Language Learners speak Spanish and are in our Spanish Transitional Bilingual Program
  - o 29.5% are in 9th grade
  - o 27.3% are in 10th grade
  - o 23.2% are in 11th grade
  - o 20% are in 12th grade

### Bengali Transitional Bilingual Program

Twenty percent (22.6%) of our English Language Learners speak Bengali and are in our Bengali Transitional Bilingual Program.

27.6% are in 9th grade

18.6% are in 10th grade

38% are in 11th grade

18.6% are in 12th grade

Additional information about our English Language Learners is that 76% are Newcomers, 12% are receiving services for 4 to 6 years, 12% are Long Term ELLs and 16% of our population is SIFE.

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

At John Adams High School the students are placed in ESL classes according to their levels and skills. We do not have an ESL push-in or pull-out program. The remaining subjects are taken in English or Spanish and/or Bengali for Bilingual students. In both the Free Standing ESL and Transitional Bilingual programs, ESL is part of the students' daily program. Every level has the correct amount of ESL instruction. Our program for the English Language Learners is composed of various cohorts. We support our students in college awareness and readiness, Social and emotional development, Tutoring and Enrichment programs through the Arts, Credit Recovery Programs, Curriculum aligned with the New York State and Common Core Standards, Parental Outreach through workshops, classes, newsletters, cultural events and festivals. We work closely with each student making sure that they become proficient in the English Language as well as literacy in their native language.

### SIFE Program

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

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

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

In addition, this year JAHS has began a pilot program called "Bridges" in conjunction with CUNY Graduate Center. The goal of the project is to develop and pilot a one-year, for newly-arrived 9th grade emergent bilinguals with limited native language literacy (LL-emergent bilinguals), to include those designated by the New York City (NYC) Department of Education as Students with Interrupted Formal Education (SIFE). Those designated SIFE, having 2(+) years of education gaps among other characteristics, numbered about 15,500 in NYC schools last year according to the AFC report, with the numbers of the target population for this study even higher. Bridges is projected to prepare SIFE and others with low native language literacy for success in their regular high school classes, the first step in preparing these immigrant students for their participation as successful citizens of our city. Practitioners and researchers have begun to recognize the urgent need for developing better services for this growing population, resulting in recent calls for extended school time, among other recommendations (e.g. AFC, 2010; DeCapua et al. 2009). This program is providing participants an

accelerated year at the beginning stages of their schooling here, rather than limiting extensions of their schooling to a time later on, when many are already discouraged and often drop out. The intent of the pilot project is to design an intervention that will be robust, testable, and scaleable in the future for other high schools in New York City and beyond.

The program will be pilot-tested during the 2011-2012 academic year. Throughout the year, segments of the program will be observed, annotated, and described in-depth, evaluated and revised. Participating students will undergo pre- and post- tests, at the beginning and end of the school year, to see the extent to which their academic language and literacy skills in English (and the native language, when possible) have improved; other outcomes will also be measured. The performance of these students on city-wide and state-wide academic achievement measures will be compared to those of comparable students in New York City who did not participate in the program.

The Saturday school will have various components:

- English Literacy component

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

- Math Literacy component

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

- Parent Engagement component

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

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

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

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

The Newcomers Program at JAHS have a common planning time where teachers discuss the progress of students and work on different strategies to help this group. They work on teams doing inquiry work three times a week. This year there is a school wide focus on writing. According to our data we have found a deficiency on the writing part of the NYSESLAT. In our inquiry work we will help our students grow toward proficiency. Also, in addition to the LAB BESIS Coordinator, the school has created a Newcomers Director to be in charge of coordinating the teachers in the program and to keep track the framework of the system to attend to the needs of the students' progress. Teachers work collaboratively everyday analyzing data, student work, revising curriculum, receiving professional development and working in small teams with different students focus. The Inquiry teams are focusing on the skill of writing based on the analysis of our Regents, NYSESLAT and Period Assessment results. The goal is to provide the necessary support and rigorous instruction for our students to succeed.

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

- Portfolio

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

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

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

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

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

The planning team reviewed the data for Long Term ELLs in an effort to identify common factors. The data clearly indicated that the large majority of LTE were incoming 9th graders with only a few students from the 10th, 11th and 12th grade remaining in that category. The team recognizes that LTE (long-term ELL students) would benefit greatly from additional targeted instructional time in ESL, English speaking, reading, writing, and listening, Science, Social Studies and Mathematics. The number of Long Term ELLs has been diminishing since last year. 30% of our Long Term ELLs are students that need Instructional Support Services. Therefore, this year we have created ESL classes for all ISS students and taught by certified ESL teachers. The pedagogical team is planning restructuring our program in order to have a closer connection with each student. Each mini team of teachers will be responsible for a group of 75 to 85 students. We are in the first stages of implementing the International Approach Model.

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

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

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

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

This summer we began an intensive college awareness and readiness program for all parents and students. Under this program the parents and the students are exposed to the selection and financial process of applying to different types of higher educational programs. University tours and visits allow students to meet and speak to other young adults at the university level to further motivate and inform students of the process and requirements. College tours allow students to visualize and contextualize their aspiration to participate in higher education. In addition, a team of teachers and counselors work individually in the process of applying to college. The English Language Learners graduation rate has been higher than 60% for two consecutive years. Our goal is for our population to reach a graduation rate higher than 80%.

#### Plan for ELL Special Needs Students

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

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

#### Intervention Programs for ELLs (AIS)

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

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

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

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

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

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

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

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

#### Equal access to all programs

ELLs are afforded the same eligibility to participate in after school programs as other student including credit recovery, guidance and

tutorials for academic support. This includes

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

After school programs for ELLS

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

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

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/>
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**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s): Spanish, Bengali
Dual language program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown													To	
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										145	125	132	98	500
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										21	23	29	20	93
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	166	148	161	118	593

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	593	Newcomers (ELLs receiving service 0-3 years)	416	Special Education	45
SIFE	96	ELLs receiving service 4-6 years	89	Long-Term (completed 6 years)	86

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	389	68	5	73	14	12	69	4	25	531
Dual Language										0
ESL	27	8	0	16	1	3	17	1	1	60
<b>Total</b>	<b>416</b>	<b>76</b>	<b>5</b>	<b>89</b>	<b>15</b>	<b>15</b>	<b>86</b>	<b>5</b>	<b>26</b>	<b>591</b>

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										108	100	85	73	366
Chinese														0
Russian														0
Bengali										37	25	47	25	134
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

**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
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>145</b>	<b>125</b>	<b>132</b>	<b>98</b>	<b>500</b>								

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese											1		1	2
Russian											1			1
Bengali														0
Urdu										1	5	4	2	12
Arabic										8	5	3	4	20
Haitian												1	1	2
French											1	3	3	7
Korean														0
Punjabi										5	5	11	3	24
Polish											1			1
Albanian														0
Other										7	4	7	6	24
<b>TOTAL</b>	<b>0</b>	<b>21</b>	<b>23</b>	<b>29</b>	<b>20</b>	<b>93</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

- How is instruction delivered?
  - What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - 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])?
- 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)?
  - How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
- Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches

#### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
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.	100%	75%	50%
c. Describe your plan for ELLs receiving service 4 to 6 years	75%	50%	25%
d. Describe your plan for long-term	50%	25%	0%
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?	100%	75%	50%
Paste response to questions 1-7 here	75%	50%	25%
At John Adams High School the students are placed in	100%	75%	50%
ESL/ELA and NLA classes according to the NYSESLAT Results, LAB R and other periodic assessments. We have classes according to the New York State Mandates. (540 minutes, 360 minutes & 180 minutes of ESL instruction). Including the ELA and NLA instruction required under the CR Part 154.	75%	50%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## A. Programming and Scheduling Information

ESL and Transitional Bilingual programs, ESL is part of the students' daily program. Every level has the correct amount of ESL instruction

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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. Intervention Programs for ELLs (AIS)

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

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## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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• ELA classes

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  - o SIFE/Long-term ELL Symposium
  - o ELL Writing 5-Day Institute
  - o QTEL Curriculum Enhancement Institute
  - o Demystifying ELL Data Two-Day Workshop
  - o Annual Dual Language Program
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  - o Smartboard Training
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  - o Office of ELLS Professional Development Workshops
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The teachers at John Adams have in prior school years participated in a number of professional development sessions provided from the Office of ELLS including QTEL basic. In an effort to continue to develop teacher practice and support the work of teachers in the SIFE program, participating teachers will attend the Quality Teaching for English Learners (QTEL) Five-Day Institutes: Building the Base, ELA, Beginning ESL, Math, Science.

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

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- Reading Writing & Learning in ESL-A Resource Book for K-12 Teachers by S.R Peregoy/Owen Boyle
- What Really Matters for Struggling Readers by Richard L.Allington

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**Courses Taught in Languages Other than English **

**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?

Paste response to questions 1-4 here

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

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

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

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

ESL nights are held for parents. Letters, phone calls and newsletters are sent home in various languages. New Visions and Internationals Network for Public Schools are helping us to evaluate the needs of our parents. A survey has been sent home to address the needs of the parents. Translation is provided for all parent events by our multilingual staff.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
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<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
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<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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

**Native Language Usage/Support**

**Transitional Bilingual Education (TBE)**

## B. Programming and Scheduling Information--Continued

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

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

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

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

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

- Annual ELL Math Conference
- Looking at Student Work Three-Day Workshop
- SIFE/Long-term ELL Grant Demonstration Site Visits (1-3 days)

## 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.

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- SIFE/Long-term ELL Symposium
- QTEL Curriculum Enhancement Institute
- ELL Writing Five-Day Institute

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

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

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  - o Annual Dual Language Program
  - o Annual LOTE Conference
  - o Smartboard Training
  - o BETAC Professional Development Workshops
  - o Office of ELLS Professional Development Workshops
  - o SIOP Conference
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- Making Content Comprehensible for ELLS by Echevarria / Vogt / Short
- Reading Writing & Learning in ESL-A Resource Book for K-12 Teachers by S.R Peregoy/Owen Boyle
- What Really Matters for Struggling Readers by Richard L.Allington
- Bringing Words to Life by Isabel L. Beck / Nargaret G. McKeown / Linda Kucan

## 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?

Paste response to questions 1-4 here

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

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

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

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

ESL nights are held for parents. Letters, phone calls and newsletters are sent home in various languages. New Visions and Internationals Network for Public Schools are helping us to evaluate the needs of our parents. A survey has been sent home to address the needs of the parents. Translation is provided for all parent events by our multilingual staff.

## 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)										94	51	54	27	226
Intermediate(I)										39	69	86	71	265
Advanced (A)										33	28	21	20	102
Total	0	0	0	0	0	0	0	0	0	166	148	161	118	593

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>										40	23	24	14
	<b>I</b>										24	37	50	55
	<b>A</b>										27	29	19	18
	<b>P</b>										35	26	37	21
READING/ WRITING	<b>B</b>										64	36	37	21
	<b>I</b>										32	55	79	63
	<b>A</b>										28	23	13	22
	<b>P</b>										0	1	3	2

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	135		82	
Integrated Algebra	124	230	66	66
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	66	150	30	72
Physics				
Global History and Geography	144	180	86	56
US History and Government	128	196	56	92
Foreign Language				
Other <u>Bengali</u>		91		90
Other <u>Spanish</u>		215		215
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)	28	22	23	27				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here 1. The LABR in English and Spanish is administered upon entry into the city. An interview and writing

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Grace Zwillenberg	Principal		11/10/01
George Badia	Assistant Principal		1/10/01
	Parent Coordinator		11/10/01
Breina Lampert	ESL Teacher		11/10/01
Isabel Tejada	Parent		11/10/01
S. Chowdhry/Social Studies	Teacher/Subject Area		11/10/01
Miguel Arca/Bil Science	Teacher/Subject Area		11/10/01
Bahaa Aboughada	Coach		11/10/01
Regina Barton	Coach		11/10/01
Anamaria Castro	Guidance Counselor		11/10/01
Roberto Hernandez	Network Leader		11/10/01
Sergio Mantilla/Math	Other <u>Teacher</u>		11/10/01
Michele Charles/ELA	Other <u>Assistant Principal</u>		11/10/01
Guido Gonzalez	Other <u>NLA Teacher</u>		11/10/01
Dina Pinto	Other <u>Guidance Counselor</u>		11/10/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 480 School Name: John Adams High School**

**Cluster: 611 Network: 611**

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

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

John Adams High School will provide translation and interpretation of documents based on the number of non-English home languages in the school and the number of students with non-English home language.

We will follow the No Child Left Behind Mandate and Children First involving families of students whose home language is not English by sharing parent-school accountability, offering parent the information for their children's educational options and for the parent to have the capacity to improve their children's achievement.

John Adams High School will determine within 30 days of the student's enrollment if the primary language spoken by the parent is not English via the Home Language Survey, Parent Coordinator and PTA meetings.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Approximately 17% of John Adams High School students are ELL. The school based on these students and their parents need translation services and oral interpretation in the following major languages Spanish, Punjabi, Arabic, Bengali, Urdu and Haitian-Creole. This population need translation and interpretation with grades, foreign transcripts, 103 failing senior letters, department progress report letters, NYSESLAT notifications about testing, locations and decisions, LAB BESIS Testing, Automated telephone messages, attendance outreach calls, guidance conferences, suspension conferences, class trips and parent workshops. These finding were discussed in school leadership meetings and parent association meetings. The finding was address by submitting a Budget Plan for translation and interpretation services.

## Part B: Strategies and Activities

---

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

1. The Parent/Guardian Home Language is determined by the Home Language Identification Survey. Students who are new to the NYC Schools and those who have been out of the NYC Schools for at least 6 months will have their parents fill out the HLIS at admission. The data on the HLIS will be inputted on ATS by the admissions department and kept in the permanent record.

2. Approximately, 1/3 of our families' home languages are not English. Using PARU + RPOB reports and ARIS, we see the families that need written translation of our documents and oral interpretation services for meetings, parent conferences, and parental outreach. We make sure our written outreach is translated and sent home in a timely manner. The major languages that our families need translation and interpretation services are: Spanish, Bengali, Arabic, Urdu, and Hindi. These findings were discussed in school leadership meetings, parent association meetings, faculty meetings, and Small Learning Communities.

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

John Adams will provide the following services for oral interpretation:

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

We will use school staff and parent volunteers for a majority of these services. When we are not able to, we will use the translation unit. The majority of these services will be provided in house by school staff or parent volunteers.

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

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

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School:	DBN:
Cluster Leader:	Network Leader:
This school is (check one): <input type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: # of content area teachers:

**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

**Part C: Professional Development**

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
-----------------	-----------------	---

**Part E: Budget**

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

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		