



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: JANE ADDAMS HIGH SCHOOL FOR ACADEMICS AND CAREERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08x650

PRINCIPAL: SHARRON SMALLS

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SUPERINTENDENT: CARRON STAPLE

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
Sharron Smalls	*Principal or Designee	
Steven Tavano	*UFT Chapter Leader or Designee	
Ana Dominguez	*PA/PTA President or Designated Co-President	
Olga Fret	DC 37 Representative, if applicable	
Selina Swindel	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Juliet Marinelli	Member/ UFT	
Debra Levy	Member/ UFT	
	Member/ DC 37	
Diosa Reyes	Member/ PC	
Kim Swindel	Member/ Parent	
Abby Grafals	Member/ Parent	
	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.

Teachers and administrators will participate in cycles of formative observations and focus discussions in order to improve teacher practice based upon a research based rubric.

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.

Our current Progress report reveals that 37.7% of students in the bottom 3rd earn 10+ credits in their first year. This is a decline from 52.8%. Further analysis indicates a decline in credit accumulation in the second and third years as well.

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.

1. *The Network will provide continued training on effective use of Danielson's Framework for Effective Teaching*

2. *Administrators will create Individual Improvement Plans with teachers*

3. *Administrators will provide weekly PD during Common Planning Time on Danielson's domains.*

4. *Teachers will share lessons and focus discussions on applicable domains*

5. *Teachers will use the research based rubric during intervisitations to provide peer feedback in order to improve teacher practice*

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.

Through the School Leadership Team develop a plan for increasing teachers' ability to effectively involve parents in their child's academic progress

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.

By June 2012, all teachers will have completed a minimum of four informal observations based upon a research based rubric that allow for self reflection and contain focused feedback with next steps

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.

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.

Instructional strategies, such as common planning time and inter-visitations, have been implemented by using FSF.

Increasing Parent Involvement is ongoing and has been met through the use of Title I 1% Parent Involvement funding.

Teachers who are not HQT are taking college courses and are reimbursed for their PD under the Title I 5% Highly Qualified funding source.

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.

Teachers will design a vertical curriculum that supports the ELA CCLS strand of Reading and Writing for Information

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.

Last year's Quality Review indicated we need to revise all curricula so that academic tasks are engaging and challenging to a diverse student population and aligns with State standards and the new Core Standards

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.

1. We will hire a Literacy Coach to work with ELA teachers to revise curriculum to incorporate CCLS strand(s)
2. Unit plans will be developed and clearly reference the CCLS it embodies
3. Students will engage in at least one literacy task that strategically incorporates the ELA CCLS strand of Reading and Writing for Information, Reading and Analyzing Informational texts and write opinions and arguments across the curriculum

By 2012, 100% of students in grades 9-12 will have engaged in a course of study that is aligned to the ELA CCLS strand of Reading and Writing for Information, and Reading and Analyzing Informational texts and write opinions and arguments

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.

Through the School Leadership Team develop a plan for increasing teachers' ability to effectively involve parents in their child's academic progress

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.

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.

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.

The literacy coach is funded through our Title I 10% Professional Development line in OTPS.

School Leadership Team work is funded through FSF as a stipend.

Teachers redesigning curricula has been funded in per session using FSF.

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.

To improve school wide implementation of teacher inquiry teams

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.

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.

1. *Student schedules and teacher programs will align with the school's instructional goals.*
2. *Teachers will continue to use formative assessments to identify need*
3. *Structure Common Planning Time so that the teacher teams' work is clearly focused on the building of curricula and the exploration of effective pedagogy that lead to improvements in classroom instruction and student achievement. Weekly teachers will participate in inquiry teams within each Small Learning Community to analyze assessments and student work to create individual short term goals for each student.*
4. *Interim assessments will determine students' needs and make adjustments*
5. *Struggling students will be programmed for an extended day program to include AIS. Each teacher will have specific students for small group instruction to address particular needs*

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.

Through the School Leadership Team develop a plan for increasing teachers' ability to effectively involve parents in their child's academic progress

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.

1. *CPT weekly calendars will include inquiry work. Agendas and minutes will reflect the work of the inquiry team.*
2. *Student goals based on assessment of student work.*
3. *Student programs will reflect AIS classes. Attendance sheets will provide evidence of participation.*
4. *AIS instruction will be observed and evaluated.*

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.

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.

Academic Intervention Services (AIS) are provided by an outside organization for our students.

Instructional strategies, such as common planning time and inter-visitations, have been implemented by using FSF.

Teacher inquiry teams will be funded through available funds made possible by FSF.

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.

Create a school wide standards based grading policy

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.

Last years Quality Review indicated that there was not an established practice across all grades and subjects to provide student feedback and convey clear next steps to students and families to insure clarity on areas needing focus.

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.

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.

We will offer flexible scheduling of parent meetings, training sessions, assemblies, and school functions to maximize parent participation

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.

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.

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.

The school wide grading policy is supported through the use of DataCation which is funded through FSF.

ANNUAL GOAL #5 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 #5

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

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.

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.

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.

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.

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.

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.

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.

	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	46	46	0	46	211	5	5	2
10	15	45	8	6	175	42	42	0
11	45	32	29	45	113	28	28	0
12	73	21	15	72	152	0	0	0

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.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>High Schools That Work will provide on-site school improvement coaching support to work with the SLC teams to use protocols to analyze the rigor of assignments and assessments. PD will focus on examining lessons and student work to increase rigor. School wide Literacy Focus Team will also attend Common Core training.</p> <p>We will utilize our onsite Literacy coaches for job embedded PD on aligning standard to the Common Core and increase student engagement through inquiry based, student – centered methodology. Current Literacy and Math coaches will also become a part of the School-wide Literacy Focus Team.</p> <p>CTE and ESL teachers will be active members of the Literacy Focus Team that will infuse literacy in revised curriculum and practice.</p>
Mathematics	<p>We will utilize our onsite Math coach for job embedded PD on aligning standard to the Common Core and increase student engagement through inquiry based, student – centered methodology. Current Literacy and Math coaches will also become a part of the School-wide Literacy Focus Team.</p>
Science	<p>High Schools That Work will provide on-site school improvement coaching support to work with the SLC teams to use protocols to analyze the rigor of assignments and assessments. PD will focus on examining lessons and student work to increase rigor. School wide Literacy Focus Team will also attend Common Core training.</p> <p>We will utilize our onsite Literacy coaches for job embedded PD on aligning standard to the Common Core and increase student engagement through inquiry based, student – centered methodology.</p>
Social Studies	<p>HSTW will provide on-site school improvement coaching support to work with the SLC teams to use protocols to analyze the rigor of assignments and assessments. PD will focus on examining lessons and student work to increase rigor. School wide Literacy</p>

	Focus Team will also attend Common Core training
At-risk Services provided by the Guidance Counselor	<p>Change the school schedule to extend the day. The 9th period is dedicated to mandatory tutoring for at risk populations. Students' schedules reflect the additional tutoring period.</p> <p>PM school and PLATO on line learning is designed as AIS that will enable credit accumulation or credit recovery</p> <p>The Mayoral Interagency Task Force will continue to provide support via protocols for using absenteeism data to alert parents, protocols for engaging support targeted students and families, strengthen partnerships with CBO's , and developing data driven models for identifying and responding to students at greatest risk of chronic absenteeism.</p>
At-risk Services provided by the School Psychologist	Educators for Social Responsibility- Student Mediation Program. Students will be trained as mediators to work with peers to diffuse and prevent conflicts. Staff members will be trained as coaches and will recruit students to become peer mediators.
At-risk Services provided by the Social Worker	The SPARK program will continue to provide individual and counseling for at risk students.
At-risk Health-related Services	The continued integration of Urban Health medical and mental health services on school premises. A medical provider will offer education in abstinence, at risk behaviors and pregnancy prevention.

**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.

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;

Our school's 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. Our school 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.

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 Parent Coordinator (or 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 1st 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;

Our 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

Our 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 1st 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 08x650 **School Name:** Jane Addams HS for Academics and Careers

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Findings that have already been determined as a result of the comprehensive review of data for Jane Addams HS are shown below (among others). These findings and others helped to inform all of the stakeholders who are part of the decision-making team for Jane Addams HS, and who take the responsibility for and accept accountability for the future success of the students and school community of Jane Addams HS, through the successful implementation of the SURR plan.

Graduation rates at Addams have remained at low levels—in the 50% range—for five years.

The school's four-year graduation rate has recently improved—reaching 52%¹ (including August graduates) in 2009. Even with this progress, it remained below the citywide 63% average.

If Regents diplomas alone counted toward graduation—as will be the case in just one year—the four-year graduation rate at Jane Addams would drop to just 35%. The Regents diploma rate has improved in the last year; however the overall graduation rate has remained flat.

Only 59% of students attending the school earn at least 10 credits during their first year. This is a key predictor of future student success because students who fall behind often have trouble getting back on track to graduation.

Jane Addams received a C on the 2008-2009 Progress Report, a D on the 2007-2008 Progress Report, and a C on the 2006-2007 Progress Report.

Negative trend data exists for one or more identified subject/areas and subgroups for the past two consecutive years (2007-08 and 2008-09), as indicated by an decrease in the percentage of students performing at or above Level 3 and/or a decrease in the Performance Index.

Addams is ten or more points away from meeting its Effective Annual Measurable Objective (EAMO) for one or more identified subgroups in subject/area(s) of identification.

Performance data for the school on NYSED Accountability Overview Reports (AOR) for 2007-08 and 2008-09 show an increase in the number of subgroups that did not make Adequate Yearly Progress (AYP) in identified area(s).

Performance data for the school on NYSED Accountability Overview Reports (AOR) for 2007-08 and 2008-09 indicate an increase in the achievement gap between identified subgroups and the *All Students* subgroup in one or more identified subject/area(s).

Jane Addams was rated Proficient on its most recent Quality Review in 2009-2010. During Quality Reviews, experienced educators spend several days visiting a school, observing classrooms, and talking to staff, students, and parents. Schools are rated on a four-point scale, with "Well Developed" as the highest rating.

The school's attendance rate continues to be low. The 2008-2009 attendance rate was 78%, well below the 86% average attendance rate for other high schools citywide.

Safety issues have been a concern at the school. On the 2009-2010 New York City School Survey, 27% of students reported feeling unsafe in the hallways, bathrooms, and locker rooms at school.

Jane Addams has historically had trouble filling its programs. Between 2006-2007 and 2009-2010 enrollment at the school declined by about 530 students.

Over the last few years and in consultation with the principal, the number of available seats for incoming ninth graders has been reduced by 200 seats due to falling demand, but the number of students applying to Jane Addams has continued to fall. In total, there were 795 fewer students who applied to ninth-grade at Jane Addams for September 2009 as compared to September 2008 enrollment

Findings in Priority areas (as indicated in the comprehensive review as well as the 2010 fall JIT report) are shown below. However, in the review of data, emerging trends that show promise of increased student achievement also need to be noted as the school moves toward Transformation.

Observed curricula do not reflect the NYS standards and core curricula. Performance indicators are not evident in the planning or delivery of classroom instruction for identified student groups who have not met State standards.

Teachers support the change to Small Learning Communities and value the opportunity to look collectively at shared students' performance and academic challenges.

The school's library and writing center provide support to teachers and students in writing, research, and reading.

There are insufficient textbooks and instructional materials to effectively engage students and support their learning.

Many observed classes focus heavily on test preparation. Course offerings are limited, particularly in the areas of science, mathematics, and languages other than English.

The CEP does not outline a clear vision for the school's future or address current challenges with strategic action plans.

There is widespread use of electronic grade books that enable students to view grades in their courses.

There is no dedicated time for subject teachers to meet and plan. Teachers of students with disabilities are not programmed for common planning time with academies.

In some instances, guidance counselors serve over 600 students. This limits the ability to provide quality academic and socio-emotional guidance to at-risk students.

The school does not use common formative assessments to measure progress toward learning outcomes and identify at-risk students prior to Regents exams or the end of marking periods.

Although teachers meet daily in each academy, a PD plan for the current year has yet to be developed.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

HSTW will provide on-site coaching support to create a structure of focus teams to orient staff to the HSTW framework and use the JIT and QR to create an analysis of the school in terms of the HSTW design.

Datacation will also continue to be used to monitor teacher passing rates and make informed programming decisions to strategically develop instructional programs.

PM school and PLATO on line learning is designed as AIS that will enable credit accumulation or credit recovery

Within the SLCs common planning time is built in so the teachers can meet and discuss the needs of their students.

Change the school schedule to extend the day. The 9th period is dedicated to mandatory tutoring for at risk populations. Students' schedules reflect the additional tutoring period.

The Literacy and Math coach will work with teachers to adjust their curriculum and instruction to help all students move toward the higher expectations of the Common Core and create at least one task reflective of a Common Core strand

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 findings indicate a need for a professional development plan that will heavily focus on increasing student engagement in classrooms, particularly using a student centered approach. There is also a need to increase rigor of assignments and assessments and fully implement a standards based grading policy. High Schools that Work will provide intense on-site support to revise curriculum across all content areas to meet State and Common Core standards. HSTW will train staff to increase rigor in assignments and assessments. The plan will build leadership capacity that includes teacher leaders in all disciplines and administrators to construct a common vision of how students learn best.

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

HSTW will provide on-site school improvement coaching support to work with teachers to use protocols to analyze the rigor of assignments and assessments. PD will focus on examining lessons and student work to increase rigor.

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.

Parent Notification Letter and SES Information, SES Information, and NCLB Choice Information in English and Spanish

**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 Benjamin Soccadato	District 08	Borough Bronx	School Number 650
School Name Jane Addams High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Sharron Smalls	Assistant Principal Kimberly Pringle
Coach type here	Coach type here
ESL Teacher Richard Painter	Guidance Counselor Laura Mira
Teacher/Subject Area Adam Fisher, History	Parent Abigail Grafals
Teacher/Subject Area Kelvin Lopez, Math	Parent Coordinator Diosa Reyes
Related Service Provider Carlos Melgar	Other type here
Network Leader Alan Cohen	Other type here

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

D. School Demographics

Total number of students in school	728	Total Number of ELLs	82	ELLs as share of total student population (%)	11.26%
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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. 

Most of the students in the ESL program have come into the school already identified as ELL. We do, however, have several new students coming into the school. There is an informal student interview in English and native language (if possible). This year we have instituted a policy where this must be done by a pedagogue and the home language survey is completed by the parent before leaving the school. We are expanding our library of parent information packets to include more languages other than just Spanish, as we have students from other language backgrounds, although very few. The student is then administered the LAB-R and the Spanish LAB-R to Spanish speaking students if deemed appropriate (those students who do not read or write English at all). Spanish is the only language ELLs are evaluated in their native language. This year we have instituted the policy of handscoring the tests and keeping all the necessary paperwork in an ESL compliance binder. All entitlement letter records are collected by the ESL pedagogue and kept in the same ESL compliance binder that was set up under the direction of the Network ELL Compliance officer. Placement letters are distributed by mail at the beginning of each school year.

The Parent Coordinator is bilingual/Spanish. She meets and greets the parents as well. She also assists guidance staff to discuss our Freestanding ESL program and distributes entitlement letters to students.

Guidance counselors - all four of our counselors are bilingual/Spanish, although only one has an official Bilingual Counselor license. They are available in cases where the Parent Coordinator is not available.

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

At this time, all students are placed in ESL program taught by an ESL certified teacher who holds no other license. We have no bilingual program. Parents are informed of this and have accepted that their child will be in a freestanding ESL program. Therefore, at this time we cannot review any patterns in the selection forms. Parents do not request programs in the building. The students come here either by choice with the knowledge that ESL is the only program offered or by disposition from the district. There is no plan in the future to offer any other type of program.

After the results of the NYSESLAT are published we look at the scores and determine whether students need to focus on reading/writing and/or listening/speaking.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In										4	4	4	4	16
Total	0	0	0	0	0	0	0	0	0	4	4	4	4	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	35
SIFE	8	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	66

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3	1	0	13	11	2	66	8	27	82
Total	3	1	0	13	11	2	66	8	27	82

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										44	21	6	7	78
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3	1			4
TOTAL	0	47	22	6	7	82								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The organizational model is departmentalized, with ungraded, heterogenous groupings. ESL students receive one 45-minute period of ESL daily for a weekly total of 220 minutes. All ELL students are also scheduled into appropriate grade level courses in order to meet graduation requirements. All native Spanish speakers are also required to take 220 minutes of native language instruction per week. We also offer American Sign Language to meet the requirements for foreign language. The Spanish and ESL teachers collaborate on methodology and skills to be covered. We are currently working on setting up an after-school program to offer more mandated minutes. Most students are also required to take Native Language Arts daily. The content areas are delivered in English. Where applicable, bilingual paraprofessionals instructionally assist ESL students. Additionally, content area teachers implement ESL methodologies to differentiate instruction. The school now has three small learning communities. This allows for common planning time among teachers so that the needs of SIFE, ELL (short term and long term) can be addressed across the curriculum, and not just in the ESL program. Individualized Education Plans are studied so that needs of the special education student are met, i.e. additional time for testing or directions read. ESL instruction is scaffolded so that the needs of students in all proficiency levels are met. Different institutional material is created for the students new to the country to acquire basic interpersonal communication skills before moving into academic language. In the content area classes, scaffolding methods are used in all classes with strategies similar to those presented in Q-TEL training. We also use a balanced literacy approach to reading similar to RAMP-UP and the writing process. SIFE students are given additional time to finish assignments, are offered simplified materials and are tutored in native language, only Spanish at this time. ELLs in school less than three years begin with BICS (basic interpersonal communication skills) and are transitioned in CALLA (cognitive academic language learning activities) as quickly as possible. Our long term students have proficient listening/speaking skills and we are focusing on reading and writing using a balanced literacy approach. We use scaffolding methodology using the textbooks "Get Ready to Read," "Ready to Read," and "Ready to Read More," and "Get Ready to Write," "Ready to Write," and "Ready to Write More," a series that goes from word level recognition to essay construction. All students with disabilities are integrated into mainstream ESL classes. There are no self contained special education ESL classes. We have tutoring available in math and social studies by bilingual instructors.

We make certain that all former ELL students receive required extra time on all Regents exams. We monitor their progress on ARIS and offer tutoring and assistance as required after monitoring their progress at the end of each marking period.

ELL students are offered full access to all extra-curricular activities. Many of the members on the girls and boys basketball teams are ESL students, as well as girls softball and girls volleyball.

All teachers in the school are provided with a copy of the students' instructional modality, simplified to list beginning, intermediate or advanced. Our materials include textbooks, modified material, Smart board, and web-based lesson extensions to assess instructional level and enhance instruction. We will work on how understanding exactly how the modality will related to the teacher's instruction in the content area teacher.

Courses Taught in Languages Other than English 

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish		Nursing	English
Social Studies:	English			
Math:	English			
Science:	English			
Art	English			
Cosmetology	English			
Business	English			
Legal Studies	English			

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

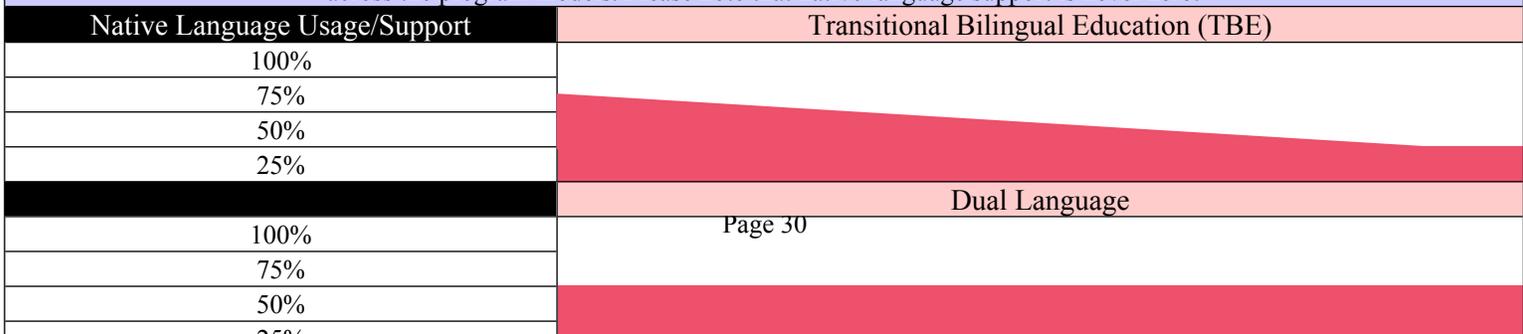
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language 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.



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.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

The school is structured into Small Learning Communities where teachers meet daily. ESL classes are given to students across SLCs; the ESL Coordinator monitors to ensure services and resources correspond to the ELL proficiency and grade level. The SLCs have core Inquiry Team members who identified ELLs who are Hispanic or Latino and male. Teachers collaborate with the ESL coordinator to implement ESL methodology and set interim goals to monitor progress. Our Spanish teacher provides a supplemental base for teachers to translate materials, collaborate on lesson planning to reinforce reading and writing goals. We also offer American Sign Language as a foreign language elective. Teachers use ARIS and Skedula to identify students and they will continue to differentiate to improve on students' weak areas. Teachers use data to identify student for additional services. Students also have access to a Writing Center, where they receive on one tutorials, regents prep, and instructional reinforcement. We also have Holiday Academies, PM school and lunch tutorials to strategically reverse grade failures. We offer freshman orientation to all students and parents in order to apprise students of parents of school requirements and expectations.

All ELL students are afforded the opportunity to participate in all after-school activities to include but not limited to sports teams and academic clubs.

I

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The ESL coordinator receives professional development through the DOE and our Network. He then turnkeys within each SLC. He also analyzes student data and discusses his finding with content area teachers. He collaborates with teachers across all SLCs and tries to help teachers implement ESL methodology to differentiate lesson plans. Teachers are trained to use ARIS and Skedula to understand individual

D. Professional Development and Support for School Staff

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

The ESL coordinator receives professional development through the DOE and our Network. He then turnkeys within each SLC. He also analyzes student data and discusses his finding with content area teachers. He collaborates with teachers across all SLCs and tries to help teachers implement ESL methodology to differentiate lesson plans. Teachers are trained to use ARIS and Skedula to understand individual students and subgroup historical performance. This year, we are going to increas ELL strategy presentations during our future professional development days to ensure all staff have the required 7.5 hours of training.

n order to support staff to assist ELLs, we are setting up the required 7.5 hours of ESL methodology training to be provided by the ESL teacher and occasionally from the ELL Network coordinator. The teachers will be required to sign attendance sheets and all material will be kept in the ESL compliance binder.

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?

Our bilingual P.A. president and associate in school parent constantly communicate with parents in English and Spanish. Our Phonemaster sends messages in English and Spanish. We have several Community Based Organizations on campus to provide services. These include Urban Health, which offers on site medical and mental health services; Build On, a community service organization; and Supplemental Education Services (SES) to address the needs of students and offer tutoring in the home. We offer parent surveys in native language and evaluate the results of the learning survey to modify instruction and services. We have monthly P.A. meetings, with the agenda in consultation with the bilingual parent coordinator and community associate.aste response to questions 1-4 here

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)										3	2	0	1	6
Intermediate(I)										24	11	4	3	42
Advanced (A)										17	11	2	4	34
Total	0	0	0	0	0	0	0	0	0	44	24	6	8	82

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	2	0	1
	I										2	9	3	1
	A										16	6	1	2
	P										22	7	2	4
READING/ WRITING	B										3	1	0	1
	I										23	11	4	2
	A										18	12	2	5
	P													

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	13		7	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math	17		11	
Biology				
Chemistry				
Earth Science				
Living Environment	16		11	
Physics				
Global History and Geography	7		5	
US History and Government	15		8	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.

The students are administered the LAB-R and the Spanish LAB-R to Spanish speaking students where applicable. Students take diagnostic assessments such as Performance Series, Acuity, as well as two NYSESLAT assessments by Pearson each year to determine which

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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: Jane Addams High School	DBN:
Cluster Leader:	Network Leader:
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # 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: The rationale of an instructional supplemental program is for students to attain Proficient on the NYSESLAT and if not, to at least improve by 43 points or move to the next level.

Additionally, students will be supported in ESL class to ensure success in academic and CTE classes and content area Regents exams and RCTs for students with IEPs. The one certified ESL teacher, Richard Painter, will conference regularly with academic and CTE teachers to assess progress, collect assignments and inquire what assistance can be provided. There are 76 students in three groups to be served: LEP students who have not met the performance standard in listening, LEP students who have not met the performance standard in reading, and LEP students who have not met the performance standard in both listening/speaking and reading/writing. The instruction will be given in English, in 45 minute periods by the one certified ESL teacher. The beginning students will receive three periods, intermediate students two periods and the advanced students one period.

LEP students who have not met the performance standard in listening will use Intermediate Listening Practice (Dunkel and Lin), as well as authentic radio and television programs daily. The learner will be engaged in pre-listening activities to establish a purpose. The teacher will encourage the learner to think about and discuss what they already know about the topic. There will be post-listening activities to integrate listening skills with other skills, e.g. reading questions and writing summaries. There will be activities where the listener can transfer the message into drawings or selected pictures similar to NYSESLAT questions. There will be instruction on considering the importance e.g. listening for key words – nouns and verbs, taking notes and making outlines or webs. Extension activities will be presented so the listener can make predictions and continue a story. Modeling on duplicating listening activities will be presented where listeners can repeat what they've heard. Finally, face-to-face conversations will be a daily activity.

For those students who have not met the performance standard in reading, Ready to Read (Blanchard and Root), Rethinking America (Sokolik), the Papertext Reading English Program (short stories) and Pacemaker classic truncated novels will be used. Every student will have one 45 minute period per day. Students will read daily and activities will be present to make students feel comfortable and confident about reading, yet still feel challenged. There will be a combination of whole class lessons with read aloud/think aloud activities and independent activities. Students will keep a reader's notebook to integrate their responses to reading fiction and non-fiction, their questions and predictions, and their notes on what they may want to read next. Activities will be presented to show strategies used by proficient readers. These include activating prior knowledge, visualizing, asking questions, determining importance and making inferences. In the cases where students have ELA classes, conferencing with the

Part B: Direct Instruction Supplemental Program Information

ELA teachers will be held twice weekly to ensure progress in English classes and time will be allotted in class to ensure students succeed in ELA class as well.

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: Professional development will be provided to all staff on ESL techniques to ensure students are successful in content area classes. This will be done by the ESL Coordinator, Richard Painter and occasionally from the ELL Network Leader. It will be done in the Small Learning Community daily meetings and at schoolwide professional development meetings. The topics will be effective ESL teaching techniques such as those presented in Q-Tel training. The following topics will be covered: identifying the needs of the ELLs, teaching strategies targeting ELLs and how to plan units that integrate uses of ELL strategies. The professional development will total 7.5 hours as required by law.

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: Monthly parent association meetings are held in the school building on the first Monday of each month. Agenda items are included to ensure ELL students are successful. The meetings are 60 to 90 minutes long. Parents will be notified in English and Spanish by letter and by Phonemaster. The topics will include attendance, curriculum, graduation requirements, state testing as well as outside services provided by community-based organizations. The topics will be presented by the principal, attendance coordinator, ESL coordinator, academic assistant principals and community based organizations such as Urban Health and Build On.

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