



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

**SCHOOL NAME:** JOHN ADAMS HIGH SCHOOL

**DBN:** 27Q480

**PRINCIPAL:** DANIEL SCANLON

**EMAIL:** [DSCANLO@SCHOOLS.NYC.GOV](mailto:DSCANLO@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** **TAMIKA MATHESON**



## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Daniel Scanlon	*Principal or Designee	
Thomas Maher	*UFT Chapter Leader or Designee	
Anabel Robles	*PA/PTA President or Designated Co-President	
--	DC 37 Representative, if applicable	
Hager Hanon Karlena Jenkins	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
--	CBO Representative, if applicable	
Jeannine Texidor	Member/ CSA Rep	
Troy Beauchine	Member/ UFT	
Elizabeth Patti	Member/ UFT	
Richard Singer	Member/ UFT	
Charisse Bell	Member/ Parent	
Calvin Palmer	Member/ Parent	
Jacqueline Rodriguez	Member/ Parent	
Kathleen Rodriguez	Member/ Parent	
Baiyana Shahid	Member/ Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
- 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
- 2. School Leader Practices and Decisions
- 3. Curriculum Development and Support
- 4. Teacher Practices and Decision
- 5. Student Social and Emotional Developmental Health
- 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

- The school leadership should develop a detailed analysis and action plan that will address student progress in all areas and subgroups identified. (JIT 2010, pg. 4)
- The Principal should work with the Children First Network (CFN) to develop a system for monitoring instructional improvement that will result in increased accountability of the AP assigned. (JIT 2010, pg. 4)

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader's vision

  X   2.4 School leader's use of resources

\_\_\_\_\_ 2.3 Systems and structures for school development

\_\_\_\_\_ 2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Develop and implement system to track and monitor progress towards graduation for 100% of students. Develop and align systems (human, fiscal, program, data) to support increasing percentage of students on track to graduation.

**Instructional strategies/activities**

**Responsible Agents:** Principal; Assistant Principals; SLC Directors; Guidance Counselors; Teachers

**Action Plan**

- Analyze graduation rates by cohorts and SLCs
- Implement Academic Intervention Services based on data analysis of student needs
- Develop and regularly evaluate a programming system to include:
  - Reprogram students to ensure proper placement for being on-track to graduation and maximize faculty programs to meet needs of SWD and ELL population by September 2013
  - Develop system to monitor programming and appropriate student placement
  - Develop course catalogues by SLC by winter 2013
  - Develop program sequence of courses for each content area integrating ESL / ELA
  - Programming to ensure daily Collaborative Planning Time for departments and SLCs. These CPTs will focus on data, attendance and instruction

**Human Resources:**

- Restructure SLCs to maximize effectiveness of teams: SLC Directors, Deans and Guidance Counselors to ensure development of school vision as a community of learners
- Leverage CPTs to make data-driven decisions to track and monitor student progress to graduation by individuals, cohorts and SLCs. This includes monthly analysis of Regents type mini-formative assessments
- Provide PD for APs Supervision to develop and monitor regular formative assessments aligned to the Regents, who will in turn lead teachers through analysis of the student work to ensure progress toward graduation
- Provide PD for all staff on use of data and data system (Datacaton/Skedula) to monitor student progress, notify key stakeholders (faculty, guidance, parents, students) of individual student progress and needs
- Establish attendance team that will meet weekly, develop outreach plans and to inquiry to develop a robust and sustainable attendance action plan
- Assess safety and security systems and implement recommendations to ensure students are in a learning environment that supports their academic

progress (e.g., hall monitoring by Deans; “sweep” room)

- Hire a full time school aide to assist with school programmatic needs
- Create per-session lines for vacation, weekend, before / after school tutoring, credit recovery and credit accumulation to support the percentage of students to be on-track for graduation

**Fiscal Resources:**

- Establish regular weekly meetings with APO to monitor and evaluate the alignment of fiscal allocations to meet school goals
- Align use of per session to meet school goals and student needs, in collaboration with APs, Directors and teacher leaders
- Create a full time school aide position
- Establish Supervisor (227 hours), Teacher (2400 hours), Secretary (108 hours) and School Aide (108 hours) per-session lines

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

JAHS is a conceptually consolidated Title 1 SWP school. Professional Development for school leaders is built into their day. Funding opportunities enabled AP Supervisions to be relieved of a teaching class to focus on improving instruction. Leadership Coaches have been provided through the CFN set-a-side. An F-Status Leadership Coach is also employed to improve schools leadership capacity. JAHS will offer extended learning time as student needs warrant.

## GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

### **Major Recommendation (According to the JIT 2010 (p.2))**

- The school should develop coherent curricula for ESL/ELA, math, science, social studies, and foreign language based on the NYS Standards [3.2].
- Make purposeful connections to key standards and instructional foci when lesson planning, according to curriculum maps aligned to the NYS standards; and to ensure that students systematically engaged in higher order thinking rigorous tasks that strategically accelerates student progress [3.3/3.4/3.5].

### **[According to the QR 2010-2011 p.3-4].**

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

  x   3.2 Enacted curriculum

       3.4 Teacher collaboration

       3.3 Units and lesson plans

       3.5 Use of data and action planning

### **Annual Goal #2**

- By June 2013, curricula will be aligned to the NYS Standards, and the CCLS. These documents will be disseminated to all teachers who will be provided with professional development with the goal of developing lesson plans.

### **Instructional strategies/activities**

1. **Strategy:** Revising Curriculum to be aligned to NYS Standards and CCLS in all subject areas by Teams of Teachers and APs Supervision to accommodate all students including ELLS and SWDs.
  - a) Teams of teachers analyze components of curriculum maps (Essential Questions, NYS Standards & CCLS, Content & Enduring Understandings, Skills & Objectives, Assessments and Resources) in departmental meetings and map curriculum by grade level.
  - b) Teams of teachers incorporate Depths of Knowledge and differentiated Instruction into the curriculum to create more rigorous activities that are aligned to the NYS standards and CCLS
  - c) Student inquiry is conducted at Departmental and Small Learning Community CPT to identify strategies that encompass the needs of all students, including ELLS, SWDs and SIFE.
  - d) A teams of teachers will develop a ninth grade writing curriculum aligned to CCLS, utilizing the Hochman method
2. **Strategy:** Expand use of Reading Horizons program to service student s significantly below grade level in order to scaffold access to the CCLS.

### **Human Resources:**

Provide PD to APs Supervision to better understand New York State Standards and align curricula with such.

Provide PD for APs Supervision and teachers in core content areas to better plan lessons aligned with both New York State Standards and assessed gaps in student content knowledge and skills.

Per-session will be made available for a curriculum writing team consisting of upto five supervisors (300 hours) and upto 10 teachers (425 hours)

### **Fiscal Resources:**

- Establish regular weekly meetings with APO to monitor and evaluate the alignment of fiscal allocations to meet school goals
- Align use of per session to meet school goals and student needs, in collaboration with APs, Directors and teacher leaders
- Increase the amount of Reading Horizons licenses
- Establish a curriculum writing team

**Budget and resource alignment**

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

JAHS is a Conceptually Consolidated Title 1 SWP school. We utilize Tax Levy, Title 1 SWP, Title 1 Translation and Interpretation, and Title 1 SWP Focus to provide base programs. We are working with the CFN set-a-side to rewrite our curriculum in core subject areas following the Hochman writing method. Title III LEP monies are also used for introducing new curriculum to the ELL students. Additional instructional materials will need to be purchased to align the new common core curriculum. We will purchase additional licenses of Reading Horizons to help individualize instruction.

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation (Quality Review Report 2010, p.4)**

- Align the observation process to school goals and expectations to provide a common lens that evaluates teaching practices and identifies next steps for teachers in order to promote increased student achievement.
- In strategic decision making, evaluate progress toward defined goals and make associated changes through regular, formalized interim checks against measurable targets to monitor and adjust practices.

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

x  4.5 Use of data, instructional practices and student learning

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

- By June 2013 all teachers will have been observed a minimum of two times per each of six observation cycles with a common school wide focus on meaningful student engagement. Additionally, all informal observations will be based on the Charlotte Danielson framework. Observations, as well as other forms of data, will be used in assessing teacher progress towards reaching self-created goals.

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

- Teachers will create and modify lesson plans based on feedback from formal and informal observations completed by Administration. Teachers will review engagement strategies and citywide instructional expectations during weekly Common Planning Time. Unsatisfactory teachers will submit lesson plans for review weekly. New teachers will have additional planning time with their assigned mentors twice per week.
- All teachers including; ISS, ELL and ICT teachers will be provided with professional development on Team Teaching. Assistant Principals for ISS and Subject specific areas will provide PD for staff during Common Planning Time and School Wide Professional Development Days.
- All teachers will be provided with professional development to implement the citywide instructional shifts and strategies to increase meaningful student engagement. Teachers will also be provided the necessary resources to implement these shifts in strategies.
- As part of the six observation cycles, at least two individual interactions with the teacher will be performed by the Assistant Principal Supervision and/or Principal. Weekly feedback will be given to Unsatisfactory- rated teachers. New teachers will meet with their assigned mentors twice per week. Informal observations will be based on the Danielson Framework and timely feedback will be provided to teachers by the Assistant Principal Supervision.

#### **Human Resources:**

Provide APs Supervision and teachers in core content areas with a common understanding of the Danielson framework and provide specific strategies for successful implementation.  
 Provide support to AP Supervision and teachers in core content areas in conducting item analysis to determine gaps in student content knowledge and skills.  
 Provide support for teachers to offer instruction effectively addressing student needs as determined by data and assessment.  
 Provide support with teacher ability to assess student learning both formally and informally.

**Fiscal Resources:**

- Establish regular weekly meetings with APO to monitor and evaluate the alignment of fiscal allocations to meet school goals
- Align use of per session to meet school goals and student needs, in collaboration with APs, Directors and teacher leaders
- Maintain a full time UFT Staff Developer to continue providing support to teachers in developing and delivering effective instruction
- Provide necessary travel and transportation for staff members to attend two off-site professional development opportunities
- Update upto 45 classrooms to include interactive whiteboards
- Purchase 150 graphing calculators and 12 Lab View 2's

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- JAHS is a conceptually consolidated Title 1 SWP school. Professional Development is built within each teacher's daily Circular 6-R activity. A full time staff developer maintains a UFT Teacher center through Title 1 Focus / Priority Funds. Staff development opportunities out of the building are also attended and turn-keyed to the staff. Interactive whiteboards will maximize access to technology.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- The AP for Pupil Personnel should develop a plan that will ensure all students receive the support services they are entitled to, as well as the academic counseling they need. JIT 2010 (section 4)

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

x

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- By June 2013, in collaboration with the ISS staff, teachers, students, guidance counselors and Dean’s office, students will positively increase their view of how adults at JAHS support their social, emotional and developmental health by 5% as evidenced on the engagement portion of the NYC Environmental Survey (January 2011-12)

**Instructional strategies/activities**

- Promotion of students to a less restrictive environment will be increased by a close monitoring of all social, emotional and academic goals by all related service support staff. As evident by student attendance, IEPs, and teacher recommendations on an ongoing basis and at for each annual review (JIT 2010 section 3 and 4)
- Implementation of award / incentive programs that focus on improving student attendance and scholarship
- Implementation of a school wide model for transitional planning and academic planning monitored by APPPS, AP Supervisions and ISS Coordinator will ensure that the social, emotional and developmental needs of all students will be achieved. This will be implemented January 2013 and reviewed on a bi weekly basis by students’ guidance counselor, the SLC director, the student, and the students’ parent/guardian. (JIT section 4)
- Achieving 100% compliance of all related service mandated counseling will be obtained by June 2013, as evident by monthly SESIS monitoring by APPPS, ISS Coordinator and IEP Coordinator (JIT section 4)
- Engage in collaborative partnerships between pupil personnel staff, instructional support services staff, school assessment team (SAT) and small learning communities in order to develop and implement successful strategies to support students’ social, emotional and developmental growth as evident by increased participation in ongoing bi-weekly pupil personnel team meetings (Quality Review page 3)
- Familiarize all school staff and students with the school wide new discipline code with a focus on progressive discipline during monthly School Safety meetings with the AP of Security, Deans, and teachers. School staff will be provided with manuals and school safety pamphlets. The AP of Security or SLC Dean will conduct a professional development during SLC CPT on the School Safety Plan annually. By June 2013 100% of JAHS staff will receive a copy of the condensed version of the School Safety Plan. This type of attention to the social and emotional needs of students will promote an overall improved safety environment. This information will support a decrease in the number of disciplinary actions s by 5% by June 2013 as evident by the OORS report, the AP of Security and the Dean’s office (NYC Learning Survey-page 9)

**Human Resources:**

Provide PD for ISS Coordinator and teachers to analyze IEPs and develop effective instructional support.  
Provide support to General education and ISS teachers on effective teaching in ICT classes  
Support Deans, Guidance Counselors and Directors in collaborating to meet the social and emotional needs of all students in their SLCs  
Hire two additional guidance counselors to reduce caseload and support the needs of the bilingual students  
Provide additional per-session to establish positive behavior systems at the annex building.

**Fiscal Resources:**

- Establish regular weekly meetings with APO to monitor and evaluate the alignment of fiscal allocations to meet school goals
- Align use of per session to meet school goals and student needs, in collaboration with APs, Directors and teacher leaders
- Establish and allocate Non-Contractual Services for student's incentives and awards recognizing achievement and improvement in attendance and scholarship
- Hire two additional guidance counselors to reduce caseload and support the needs of the bilingual students
- Allocate necessary funds for 2 per-session teachers (135 hours) and supervisors (108 hours) at the annex to provide positive daily behavior support

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

John Adams High School is a conceptually consolidated Title 1 SWP school. We utilize community based organizations (CBOs) to provide targeted assistance to students with attendance, and socio-emotional problems in addition to our existing staff. We get assistance from the CFN set-a-side when needed. Hiring priorities have focused on staff members that are bilingual in order to meet the needs of our ever-changing community. Additional counselors have been hired to further reduce guidance caseloads and support the needs of the bilingual students. Establish positive behavior support at the annex that aligns with the main campus. School-wide attendance initiatives will incorporate an incentive plan; such as awards ceremonies, trips and prizes.

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Parents have a limited role in the school decision-making process, especially as it relates to the CEP. The school should request support from the CFN in providing PD to engage parents in the collaborative decision-making process. (JIT 2010, section 3)

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- 6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- Increase parental involvement in all school activities in all grades by June 2013.

**Strategies to increase parental involvement and engagement**

**Parent Classes**

Offer a variety of classes for parents, including but not limited to ESL, GED, Technology, Accessing Community Support Services and Parenting Skills. We will increase parental involvement in the classes by 2% each month with the baseline beginning with the February 2013 data.

**Parent Workshops**

Offer a variety of bi-monthly workshops for parents, including, but not limited to adolescent needs, peer pressure, immigrant services, financial aid and the college application process. We will increase parental involvement in the workshops by 2% each month with the baseline beginning with the February 2013 data.

**Improve Communication**

We will hire a Parent Coordinator.

Parent Coordinator Message Blasts on School Messenger and/or Skedula providing information to parents on what is happening in the school

Parent Newsletters.

Meeting with SLC Parent Councils and Parent Association

**Human Resources:**

Hire a full-time Parent Coordinator

Provide support to the Parent Coordinator, Guidance Counselors and Directors so that effective outreach to parents may be made

Support the Parent Coordinator and Directors in assessing reasons behind limited parental involvement and creating strategies to address the issues expressed

**Fiscal Resources:**

- Establish regular weekly meetings with APO to monitor and evaluate the alignment of fiscal allocations to meet school goals
- Align use of per session to meet school goals and student needs, in collaboration with APs, Directors and teacher leaders
- Hire a full-time Parent Coordinator

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

John Adams High School is a conceptually consolidated Title 1 SWP school. Additional Title I focus/priority parent involvement funds are utilized to fund a full-time parent coordinator. The Parent Coordinator is the liaison between the school and the parents. Parent classes are being offered in ESL and Computers through Title III LEP and through the mandated 1% Title 1 Parent Involvement set-a-side. School Messenger contract will be extended to include language translation. Costs from Pupilpath will be offset by CFN set-a-side charges.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Tutoring ICT classes ELL Classes	Small classes Targeted Classes Targeted Classes	Before/After School & Saturday During the school day During the school day
Mathematics	Tutoring program Regents prep classes Makeup classes, Saturday tutoring program ISS Classes ELL Classes Honor Classes College Now Classes	Small group Targeted classes Targeted classes Small group Smaller classes Smaller classes Regular classes Regular classes	After school During the school day After school and Saturday Saturday During the school day During the school day During the school day After School
Science – Tutoring	<u>Tutoring</u> : Guided practice <u>ELL</u> : Reading comprehension / writing (Coding; Popcorn reading; Cornell note taking <u>Fri/Sat tutoring &amp; lab classes</u> : Guided Practice / laboratory work <u>ICT Classes</u> : DOK, text analysis and interpretation (reading comprehension)	Group / Individual Group / Individual  Whole group / Small group  Group / Individual  Group / Individual	Daily: before, during, after school Daily  Friday after school; Saturday morning/ early afternoon Daily  Daily

<p>Social Studies</p>	<p><u>At Risk Seniors</u>: Content area vocabulary / data analysis and interpretation (text visuals)</p> <p><b>ICT Classes</b>: Differentiation of text</p> <p><b>Tutoring</b>: Guided Practice</p> <p><b>ELL</b>: Differentiation of text</p> <p><b>At risk Seniors</b>: Focus on content area vocabulary</p> <p><b>Saturday Tutoring</b>: Guided Practice</p>	<p>Whole group/Small group/Individual</p> <p>Whole group/Small group/Individual</p> <p>Whole group/Small group/Individual</p> <p>Whole group / Small group individual</p> <p>Small Group / Individual</p>	<p><i>Daily</i></p> <p>Before and After School day</p> <p>Daily</p> <p>Daily</p> <p>Friday and Saturday</p> <p>Weekly</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> <p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) [con't.]</p>	<p><b><u>School Psychologist</u></b> **Initials, re-evaluations, amendments and parent requests <b>Total: 78</b></p> <p><b><u>School Social Worker</u></b> ***Crisis intervention, pupil personnel team conferences <b>Total: 95</b></p> <p><b><u>Related Service</u></b> <b><u>Guidance Counselors</u></b> ****Mandated counseling to discuss academic support strategies and to address social and emotional concerns <b>Total: 239</b></p>	<p>Services are delivered in both group sessions and one-one meetings</p> <p>Services are delivered in both group sessions and one-to-one meetings</p> <p>Services are delivered in both group sessions and one-to-one meetings</p>	<p>All services are provided during the school day</p> <p>All services are provided during the school day</p> <p>All services are provided during the school day</p>

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

As a priority school, it is essential that we develop effective strategies for the recruitment and retention of highly qualified teachers. Towards that end we have implemented the following:

- Teachers participate in common planning time three days/week, with alternating SLC Week and Department Week. During SLC Week teachers focus on, among other things, interdisciplinary instructional strategies, while strategies to address specific content area issues are addressed during Department Week.
- Teachers receive frequent and meaningful feedback on instruction, and are provided with specific and easily “next step” suggestions.
- Each staff member sets individualized goals and meets with the appropriate supervisor to self-reflect and assess progress towards reaching them.
- Agendas for both common planning time and citywide PD days are based on data and needs assessment, with input from staff members.
- Teachers are afforded the opportunities to develop their leadership skills through positions such as SLC director or participation in workshops focusing on topics such as the implementation of Judith Hochman’s writing program.
- Teachers are afforded the opportunity to attend professional conferences and visits to other schools.
- Teacher programs for the Fall 2013 semester will be created by teachers within their SLCs, with feedback from APs.
- To improve communication and promote understanding of a common, school wide focus, all staff members receive a weekly Principal’s Newsletter providing both administrative and instructional updates.

Administration works with the UFT to address issues of teacher morale and areas of concern.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**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 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;

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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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>
------------------------------------	-------------	----------------------	------------	---	---------------

## 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 Breakdown and ELL Programs

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

#### Free Standing ESL Program Participation –

- Only 15% (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="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	--

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish, Bengali
Dual language program	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	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													Total #
K	1	2	3	4	5	6	7	8	9	10	11	12	

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**Freestanding English as a Second Language**

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

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

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).
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?

Paste response to questions 1-7 hereProgram and Schedule Information

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

At John Adams High School the students are placed in ESL classes according to their levels and skills. We do not have an ESL push-in or pull-out program. The remaining subjects are taken in English or Spanish and Bengali for Bilingual students. In both the Free Standing

## 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.

### SIFE Program

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

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

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

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, 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

## A. Programming and Scheduling Information

- knowledge and assistance with college applications and student aid
- how immigration issues affect post-high school opportunities
- dealing with teen issues and concerns
- understanding differences between their culture and American culture

Plan for ELLs in school less than 3 years/ Newcomers

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

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

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

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

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

Plan for ELLs in school 4-6 years

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

### Plan for ELL Special Needs Students

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

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

### Intervention Programs for ELLs (AIS)

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

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

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

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

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

- Offering transitional classes aligned with the ELA Department

## A. Programming and Scheduling Information

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

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

### 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:

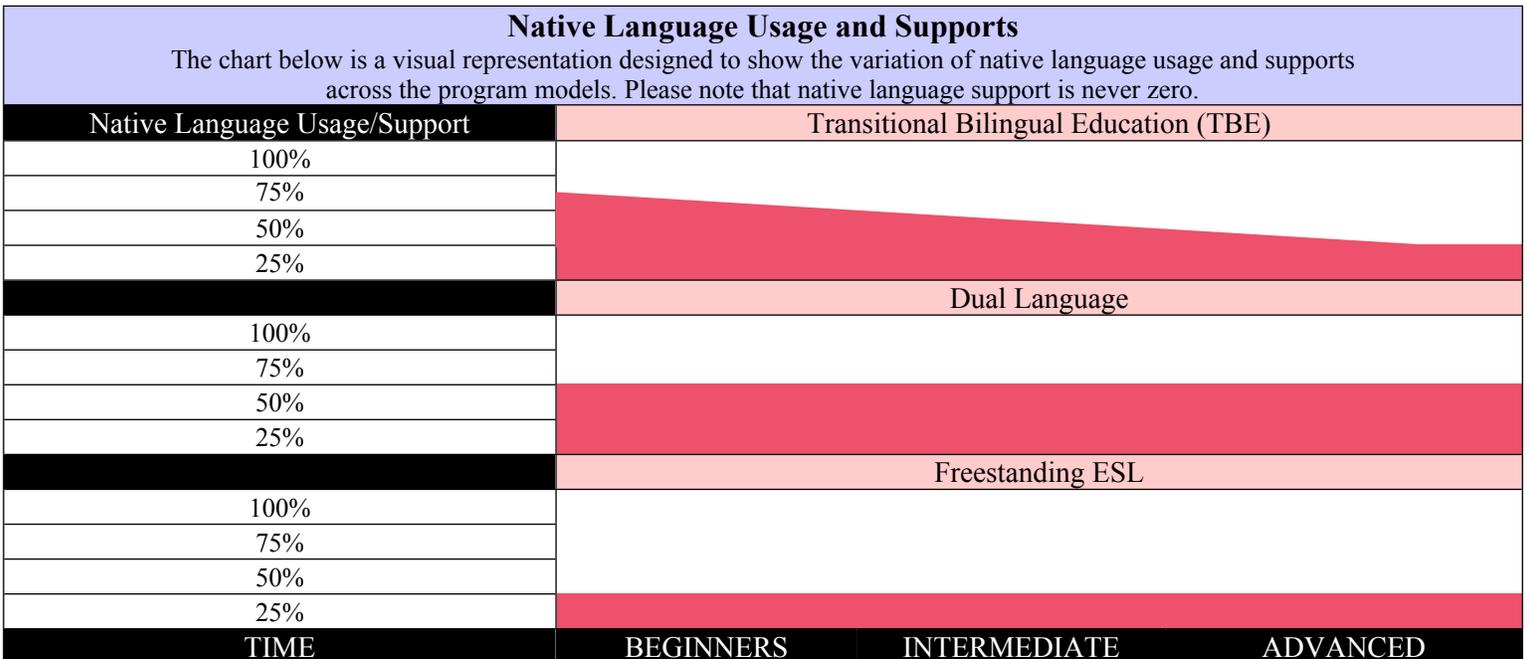
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish, Bengali		

Social Studies:	Spanish, Bengali
Math:	Spanish, Bengali
Science:	Spanish, Bengali


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



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

## 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?

Paste response to questions 8-17 here

. Intervention Programs for ELLs (AIS)

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

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

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

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

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

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

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

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

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

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

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

. Equal access to all programs

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

- After School Programs
- Saturday Learning Activities
- Tutorials
- Guidance
- Career Orientation Activities

- ASPIRA
- South Asian Student Organization

After school programs for ELLS

There is a Saturday Academy for ELLs. Classes will meet for three hours from 8:00 a.m. to 12:30 p.m. each week, per term, September through January and February through June. Students will work with a content/subject area specialist/teacher and an ESL teacher who will facilitate their work in Science, Social Studies or Mathematics. Each 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 facilitator to guide the work of the students throughout. Students will present their final project to other students and /or parents at the completion of the sessions. In addition, students will accumulate credits for the course work consistent with the credit/hour definition and high school regulations for credit accumulation within each subject area.

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

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

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here NA

## 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.

Paste response to questions 1-3 here Professional Development

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

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

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

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

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

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

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

- Teaching the Best Practice Way by Marvey Caniels/Marilyn Bizar
- Active Literacy Across the Curriculum by Heidi Hayes Jacobs
- Vocabulary Development by Steven A. Stahl

- Making Content Comprehensible for ELLS by Echevarria / Vogt / Short
- Reading Writing & Learning in ESL-A Resource Book for K-12 Teachers by S.R Peregoy/Owen Boyle
- What Really Matters for Struggling Readers by Richard L.Allington
- Bringing Words to Life by Isabel L. Beck / Nargaret G. McKeown / Linda Kucan

In addition, this year we have a new partnership with Internationals Network for Public Schools in which they will be providing professional development and coaching in the following areas:

- Inquiry Projects – groups of teachers in a common discipline area engage in action inquiry-based research projects throughout the year in order to learn more about specific ESL methodologies and strategies that will enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest. This year, each content area group of teachers is focusing on different aspects of language development, specifically related to writing, based on a full-staff analysis of the NYS ELA Regents Exam. Each group of discipline teachers is engaged in an inquiry project designed to diagnose student learning needs, collaboratively plan instructional strategies to meet these needs, and an analysis of the success of this instructional implementation.

- Weekly professional development meetings, which include the following activities:
  - o Analysis of student work in order to improve instruction/design interventions
  - o Analysis of student assessments (project-based learning)
  - o Social-emotional progress of a teaching team’s shared students
  - o Formation and refinement of discipline specific benchmarks at each grade level
  - o Peer critiques of teacher-generated curricula

- Peer observations – teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result. The broad focus of these peer observations is on how teachers can most effectively support students’ language development in all classes and subjects.

- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.

- International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.

- Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

2. Interdisciplinary teams take responsibility for orienting new students to our school and program through our advisory program and by pairing them up with a "buddy" who shares the exact same class schedule.

Teachers will collaborate to develop comprehensive instructional plans or curriculum maps that will outline the instructional program and allow them to develop lessons that are connected and support the expectations for students as defined by the program goals and objectives.

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

The team at John Adams High School recognizes the connection between parents and their children’s education. It is often a major influence in student academic success including how much time students spend in school and how much time they spend at home on their studies. Parents play an important role. Research on high school graduation often suggests that parents make a difference in how long it

takes their child to complete their graduation requirements. Parental involvement is an integral part of the program. The SIFE program will include activities to promote and increase parental involvement. Parents feel that John Adams High School is a safe environment where their children can grow academically and individually. The program facilitates their participation as students of ESL and allow them to take a more active role in their children's education.

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

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

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

## E. Parental Involvement

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

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										40	23	24	14
	I										24	37	50	55
	A										27	29	19	18
	P										35	26	37	21
READING/ WRITING	B										64	36	37	21
	I										32	55	79	63
	A										28	23	13	22
	P										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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	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 sample is administered to verify if the student is literate in their own language. Based on the interview, an ALLD questionnaire is administered to see if the student is SIFE. According to the literacy level, RIGOR and Achieve 3000 is used. All teachers teach using Differentiated Instruction in order to meet the needs of all the students.

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

The NYSESLAT shows that in the modalities of reading and writing our population is at the beginning and intermediate level while the modalities of speaking and listening are evenly spread out across the grades. In addition, we have 34 students in the twelfth grade that belong at the beginning level and 54 students at the intermediate making us aware of the deficiencies at each proficiency level. At this time we see many students entering school as seniors as they enter with credits from their native school.

3. The Newcomers Inquiry team is currently working on strategies and goals in order to facilitate more effective teaching. Each modality is looked at separately in order to affect instructional decisions.

4. 88% passed the Algebra Regent in English where only 64% passed in Spanish. We see this pattern as there is a high percentage of SIFE students and have low math literacy skills. Teachers are taking professional development and using Destination Math in order to help increase the percentage of passing students.

The results of the ELL Periodic Assessment are being used to see deficiencies and compare them to the modalities of the NYSESLAT. We determine what areas of reading and writing we need to target for each student and create strategies and goals to help each student individually. Teachers use differentiated instruction to meet the needs of all students. Achieve 3000 is used in conjunction with the Periodic Assessment findings.

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

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

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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**

---

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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: John Adams High School	DBN: 27Q480
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 14
# of certified ESL/Bilingual teachers: 20
# of content area teachers: 7

## 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:

John Adams is a large comprehensive urban high school divided into small learning communities with 3,350 students from 9 through grade 12. The school population comprises 27.16% Black, 37.43% Hispanic, 3.37% White, 25.16% Asian and 6.88% students from other ethnic backgrounds. The student body includes 18.96% English Language Learners and 14.47% special education students. The school is a Title I school. The school is overcrowded resulting in the use of portable classrooms as well as an annex site serving over 400 ninth grade students. The design of small learning communities provides personalized support for all students while maintaining a clear identity as a large high school. Data, including test results, interim assessments, scrutiny of students' work, and observation of their behavior and attitudes, provide a detailed knowledge of all students including ELLs.

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

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

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

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

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

At John Adams HS efforts are made to ensure that parents are informed and are active participants

## Part B: Direct Instruction Supplemental Program Information

in all areas of school. There are numerous ways of engaging parents, including a newspaper. The parent coordinator and the executive board of the Parents Association work collaboratively to further strengthen communication with parents.

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

### The Title III Proposed Program

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

The data clearly indicated that the large majority of LTE were incoming 9th graders with only a few students from the 10th, 11th and 12th grade remaining in that category. The Long Term ELLs follow a the English 3-D Curriculum, especially designed to enable them to possess the academic literacy skills necessary for success with complex secondary coursework. In addition, the LTE - Long Term ELL students would benefit greatly from additional targeted instructional time in ESL, English speaking, reading, writing, and listening, Science, Social Studies and Mathematics.

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

### Saturday Academy

In the Saturday Academy, classes will meet for three hours from 9:00 a.m. to 1:00 p.m. each week, per term, September through January and February through June. Students will work with content /subject area specialist/teacher and an ESL teacher who will facilitate their work in Science, Social Studies or Mathematics.

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

Students will participate in Project Based Learning. The goal is to create an environment in which LTE

## Part B: Direct Instruction Supplemental Program Information

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

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

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

The Saturday ESL Title III program will focus on oral language development for Newcomers, and Beginner ESL students. In addition, courses to help the Long Term ELLs develop reading and writing skills, ELA Regents Prep as well as graduating on time. The three ESL/bilingual certified teachers will work with 20-25 ELL students per group in the Saturday Program in conjunction with the SIFE Program. The SIFE program would also take place on Saturdays. This program will offer additional support to the SIFE students which follow the "Bridges Program" during the regular school day. The program will include Literacy through Arts, Drama, Pre-Algebra and Algebra using Destination Math (No cost to Title III), NLA and ESL classes using Achieve 3000 and a social studies Bengali Regents Prep class. Cultural educational trips to educational institutions, museums and Broadway plays to enhance the cultural awareness skills and the NYC experience for ELL students.

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

### Before and After School Program

John Adams High School Title III Before and After School Program will be implemented during the Fall 2012 and Spring 2013.

## Part B: Direct Instruction Supplemental Program Information

### Before School Program

Some classes will begin during 0 period before the students commence their regular school day. There will be four groups of 15-20 students for one hour before the beginning of the school day. This program will run for 30 weeks to work with students prepare for Regents in Foreign Language, Math, Science, History, ESL and ELA. The classes will be conducted by teachers who are Content Area certified Bilingual/ESL teachers.

### After School Program

The After School Program will have 10 small groups (5-10) students will take tutorial classes Mondays and Wednesdays and Tuesdays and Thursdays after their regular school day, two hours for 30 sessions. The classes will be conducted by teachers who are certified Content Area Bilingual/ESL teachers. The focus of the program is oral language development, vocabulary acquisition, reading and writing skills integrated within a thematic approach. The language of instruction will be English. The ELLS will use the computers to work on Achieve 3000, APEX, Reading Horizons and other online systems. Students will work on grade specific topics through a differentiated literacy modality that is available in English and Spanish. The program assessment tool will place students at their instructional level and adjust as students work towards higher gains. Students will complete both reading and writing assignments on the computer. In addition to language development, we will be offering classes in ESL, ELA, Math, Foreign Language, Living Environment and Social Studies in. These classes will be in English, Spanish and Bengali to prepare for the Regents.

In addition, the

Title III will be used to purchase the following:

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

Visual Learning DVD Science Software

Common Core Solutions Center Intervention Literacy Reading Materials

### 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 an integral part of the preparation for and continuing evaluation and improvement of the program. Data through observations show that experienced teachers will benefit from attending Q Tel training, attend staff development and planning sessions in order to learn new practices and methods. Professional Development will consist of but not be limited to:

- Training provided on site by the ACHIEVE 3000 Program
- Participating in SIFE/Long-term ELL Grant Demonstration Site Visits
- Attending the SIFE/Long-term ELL Symposium
- Attending the QTEL Social Studies, Science, ELA and Math
- Training by Office of Language Learners and other agencies.

In addition, professional development in the area of ESL strategy instruction will be offered to ten Content area teachers/Bilingual Teachers and ESL teachers who are in contact with the ELL students. These teachers will be paid training rate with Title III funds. The ESL teacher conducting the teacher training workshops will be paid at the per session rate 8 hours with Title III funds. The presenter will address individual teacher questions to ensure that all topics are clearly relevant to the classroom practice. The sessions will include the following topics:

- Looking At ELLs In Our Classrooms
- Data Driven Periodic Assessment
- The ESL /ELA Standards
- The ELL Identification Process
- Involving Parents in the Education of ELLs
- Language Development
- Differentiating Instruction for ELLs
- Using Graphic Organizers

### Part C: Professional Development

- Small Group Learning –Cooperative Learning / Workshop Model
- Successful Strategies for ELLs- Scaffolding Learning
- Assessment Procedures-Formal & Informal

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

Common planning time five periods a week is already in place for the teachers of the Newcomers Academy. During this time, teachers will share best practices, discuss individual student progress, review student work and use data. Regularly scheduled department/program workshops sessions will be conducted by the Assistant Principal for Second Language Programs at John Adams HS. These sessions will be held monthly to ensure program focus and congruence throughout.

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) sessions. In addition, this year John Adams High School will have a special schedule to ensure Professional Development for all teachers once a week for one hour.

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

Teachers in the SIFE Bridges Program have Common Planning Time and in addition they meet once a week after school to discuss student's progress.

### Part D: Parental Engagement Activities

## 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:

### Parent Component/Saturday Program

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

Last year our ESL class was popular among our ESL parents. While we will continue to offer activities for the parents on Saturdays, our main focus will be on extensive communication with families by phone and email. As a result of more contact, we plan to increase parental involvement and attendance at these activities for parents: This year we have created a Newcomers Newsletter in our three major languages English, Spanish and Bengali. In addition, the school newsletter is also translated in Spanish and Bengali.

- 3-hour Saturday classes in ESL
- Classes in basic computer literacy.
- Their attendance to a performance of student-created drama with Repertorio Espanol
- Attending to trips to colleges with their children.

In addition, parents will be invited to curriculum orientation meetings to learn about the Achieve 3000, Visual Learning, RIGOR and other programs available for the ELLs. The Assistant principal for ELLS will discuss each program and facilitate a working session for parents allowing them to see how the program works. Attendance records will serve to evaluate the parent component of the project.

## 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>		