



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 08X650

**PRINCIPAL:** DR. JOEL T. DIBARTOLOMEO **EMAIL:** JDIBARTOLOMEO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MS. CARRON STAPLES

## 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
Joel T. DiBartolomeo	*Principal or Designee	
Patricia Capella	*UFT Chapter Leader or Designee	
Arlene DeJesus	*PA/PTA President or Designated Co-President	
Abigail Grafals	DC 37 Representative, if applicable	
Bryan Caraballo Miguel Montana	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Anna Medina	CBO Representative, if applicable	
Debra Levy	Member/UFT	
Juliet Marinelli	Member/UFT	
Raquel Young	Member/Parent	
James Bellejambe	Member/Parent	
Sharon Peterkin	Member/Parent	
Pragedis Uribe	Member/Parent	
	Member/	

\*\* 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**

JIT Report October 2010

Feedback from multiple constituencies should be incorporated to identify a narrow set of high-impact goals designed to accelerate student achievement. Focused action plans should reflect detailed instructional change strategies, interim measures of progress, as well as short- and long-term goals. Each year, CEP goals should be revised based on the effectiveness of school initiatives and student progress. Page 6

**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

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**

With the support of the Network Team, the principal and his staff will develop collaboratively and implement as a community a strategic plan that is designed to improve the progress and performance of all learners and which apportions an appropriate level of responsibility on the part of all stakeholders.

**Instructional strategies/activities**

The School Comprehensive Educational Plan we have created for 2012-2013 values trust as a crucial dynamic in the school improvement process. The creation of a plan offered our school the opportunity to use continuous improvement efforts to articulate a shared direction and coherent plans, policies, practices, and procedures for realizing high standards of student performance. More specifically, we will collaboratively employ the use of continuous improvement plans to align and make coherent all school efforts and to communicate clear expectations for work standards by ensuring that:

- routines and structures are in place to systematically gather, analyze and use data to set and track goals for adult learning that are well communicated to teachers, students and their parents
- goals are aligned with Network, State and DOE expectations
- there is a transparent, collaborative system for measuring progress towards interim and long term goals and making timely adjustments when needed
- there is careful monitoring and evaluation of progress and impact of strategies and when necessary, plans are adjusted appropriately

The school's Leadership Team will meet bi-weekly our Network Instructional Coach to review and adjust plans as necessary.

All staff will receive a list of school goals and associated action plans during their welcome back to school in September 2012. The plans and their impact will be evaluated with staff monthly to ascertain the degree to which we are meeting our goals.

By January 2013 the following assessments will assist in monitoring our progress: Principal and assistant principal performance mid-year review; routine interim review of progress towards goals (5 x per year); a mid-year meeting with our Network Instructional Coach; 4 instructional rounds (1 x marking period); a review of our mid-year compliance demands; and, a review of teacher formal and informal observations.

By June 2013 we will use the following assessment tools to measure progress and plan next goals: Principal and assistant principal performance end-of--year review findings; Learning Environment Survey; Regents results and other data; and, feedback from Network Leader.

### **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**

Our goal is to maximize the school's efforts by strategically aligning funds so that the unique needs of our parents, students and teachers are met. We will coordinate our fiscal and human resources to properly resource:

- Student programs
- Professional development providers
- Supplies/Materials to support presentations (e.g., binders, highlighters, pocket folders, pens, etc.)
- Weekly Leadership Team meetings
- Common Planning Time meetings

**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**

JIT Report October 2010

Teams of teachers and administrators should develop detailed curriculum frameworks and course progressions for all subject areas. Teams should be composed of subject area teachers, special education teachers, administrators, and support staff from across grades and from all academies. Curriculum documents should be planned to address the NYS Core Curriculum for each subject area and include identified benchmarks and interim measures of progress to meet or exceed the standards. Page 3

**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.

3.2 Enacted curriculum  
 3.3 Units and lesson plans

3.4 Teacher collaboration  
 3.5 Use of data and action planning

**Annual Goal #2**

The Common Core Learning Standards will be the foundation of our curriculum development. For each course taught in the school, the school's accreditation committee will consider submissions by each department that include course descriptions, goals and objectives, learning standards addressed, assessments to be utilized, scope and sequence, pacing calendars, a sample curriculum unit, lists of resources to be used and the school's grading policy.

**Instructional strategies/activities**

We intend to work closely with our Network Support Team to ensure that the all course curricula is in compliance with all SED and DOE mandates as promulgated in the DOE's Academic Policy Guide.

The school's leadership team will work with the Network Team to plan and facilitate professional learning that supports the on-going implementation of the Citywide Instructional Expectations for CCLS-aligned instruction across subjects.

All teachers will be involved in Common Planning Time meetings. In addition to developing a structure for efficient, productive and inclusive meetings, this time will be devoted to:

- Promoting rigor and cognitively engaging students in learning and the strategies that lead to higher levels of engagement and thinking

- Making pedagogical adjustments based on the team's impact on learning
- Supporting the expectations around the integration of CCLS aligned units of study
- Reflecting on the impact of the Team's CCLS work and assessment and inquiry cycle activities on student learning
- Reflecting on the team's work in connection with the school's and department goals and how department progress is measured towards these goals
- The analysis of data and the use of data tools (including rubrics, summative, periodic, and formative assessments) to identify strengths and needs of the school, department, classes, and sub-groups of students and use of a common teaching framework to inform the creation and assignment of appropriately challenging tasks.

Teachers will be offered the opportunity to voluntarily engage in six retreats facilitated by Teachers College during which the data accrued from the end-of-unit benchmark assessment are analyzed and used to adjust classroom practices.

The principal and his cabinet will ensure that Universal Design for Learning (UDL) modules are integrated into weekly professional development sessions and common planning team meetings.

By September 30, 2012, all courses taught will be approved by the school's accreditation committee.

A review of all course documents will be made during the month of February to ascertain whether or not revisions need to be made. And, if required, revisions will be made.

By January 31, 2013, all teachers will have participated in their first cycle of evaluation. This process includes an evaluation of the teacher's curriculum documents, planning practices, actual teaching and an evaluation of the student work produced as a result of the tasks they have assigned.

**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**

In support of this goal we will provide resources to support:

- Professional Development Providers
- Per session for teacher professional development (20 tchrs x 10 hrs = 200 hrs)
- Supplies/Materials to support presentations (e.g., binders, highlighters, pocket folders, pens, etc.)

**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**

JIT Report October 2010

In consultation with teachers and other staff, the school should develop a comprehensive PD plan for all staff, including those who serve students with disabilities and ELLs. The plan should be based on student achievement data, a review of teacher observation reports, and other qualitative and quantitative data. Particular attention should be paid to the process of developing teacher-leaders including mentors, coaches, specialists, and lead teachers who can facilitate this work. Page 9

**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                               4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

Improve teacher effectiveness by clarifying expectations, developing and monitoring a shared comprehension of 6 competencies from Charlotte Danielson's *Framework for Teaching* and supporting teacher efficacy as they implement a common vision for what quality teaching looks like.

**Instructional strategies/activities**

We intend to participate in professional development sessions designed by our Network Team in the areas of aligning curriculum and instruction with both the CCLS and Danielson.

We will use Danielson as a formative tool designed to strengthen practice through frequent observations, followed by formative and actionable feedback and professional development focused on improved student learning.

Based on the school's developmental needs related to the implementation of instructional practices that are aligned to the CCLSs, as a school, we will focus on:

- Designing coherent instruction (1e)
- Designing Student Assessments (1f)
- Establishing a Culture for Learning (2b)
- Using questioning and discussion techniques (3b)
- Engaging Students in Learning (3c)
- Using assessment in instruction (3d)

The use of weekly professional development, daily common planning, bi-monthly faculty conference and 2 annual Chancellor's conference day time to "stage and phase" the deepening of staff comprehension and calibration of the selected competencies.

The assistant principal for supervision will coordinate weekly common planning time meetings during which teachers will explore the above noted Danielson competency areas, calibrate teaching in these areas and supervise peer informal feedback sessions in each area.

The School Implementation Team (SIT) will:

- work with staff to plan and facilitate professional learning that supports teacher development focused on supporting all students to meet the Common Core Learning Standards.
- conduct professional development activities designed to develop a clear and shared understanding of what effective teaching should look like in the above listed competency areas.
- identify resources to support teacher's understanding of the Danielson Framework (e.g., literature, collaborative learning opportunities, videos, etc.)

A consultant from Teachers College will work with SIT and department teams as well as individual teachers to develop and use frequent, in-class checks for understanding, periodic assessments and culminating assessment that enable teachers and students to identify the skills and knowledge students need to pass the courses and Regents tests required for graduation.

Teachers will be offered the opportunity to engage in six retreats facilitated by Teachers College during which they will explore deeply the above listed competencies and practices related to them.

All teachers will be involved in Common Planning Time meetings. In addition to developing a structure for efficient, productive and inclusive meetings, this time will be devoted to:

- Promoting rigor and cognitively engaging students in learning and the strategies that lead to higher levels of engagement and thinking
- Making pedagogical adjustments based on the team's impact on learning
- Supporting the expectations around the integration of CCLS aligned units of study
- Reflecting on the impact of the Team's CCLS work and assessment and inquiry cycle activities on student learning
- Reflecting on the team's work in connection with the school's and department goals and how department progress is measured towards these goals
- The analysis of data and the use of data tools (including rubrics, summative, periodic, and formative assessments) to identify strengths and

needs of the school, department, classes, and sub-groups of students and use of a common teaching framework to inform the creation and assignment of appropriately challenging tasks.

By November, a Teacher Development Program will be designed for all teachers.

Administrators and teachers will engage in the development of a personal development plan that includes a self-assessment of practice and the utilization of baseline assessments and student data to set goals and the monitoring of goals over time.

Administrators and teachers will participate in at least 12 hours of professional development throughout the 2012-2013 school year on norming teacher practice using videos, sharing best practices that reflect standards for Effective and Highly Effective in each area, and participation in collaborative professional growth opportunities that reflect the school's focus on the above listed set of competencies, such as Focused Instructional Rounds, peer-to-peer observations of practice and inquiry projects.

Principal and APs will conduct a minimum of two informal and one formal observations for each tenured teacher (4 formals for non-tenured) to support targeted practices

### **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**

In support of this goal, resources will be provided for:

- AP Supervision Priority I (\$39,880)
- Teacher per session for ESL Extended Time Program (1 tchr x100 hrs)
- (20 tchrs x 10 hrs = 200 hrs)
- Professional Development Providers
- Supplies/Materials to support presentations (e.g., binders, highlighters, pocket folders, pens, etc.)

**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**

JIT Report October 2010

The school's data team should regularly examine the progress of all students in all cohorts to identify students at-risk of not meeting graduation requirements. This team should involve guidance counselors, administrators, teachers, programmers, and data managers to collaboratively develop ways of addressing student needs. Page 8

**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

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

To increase cohort 2013's Regent and credit accrual success.

**Instructional strategies/activities**

To meet our goal in this area, we intend to:

- A guidance counselor and programmer will be hired thru School Professionals to assist in the analysis of transcripts and student progress and to program students to the Extended time classes, Regents prep classes and tutoring. As well, they will maintain a data base that describes student progress towards graduation and college and career readiness experiences.
- Examine student grades, regents results, attendance and other data to prepare individualized graduation plans for each student.
- Work closely with the Network's Data specialist and consultants to ensure that we are using data effectively and are making decisions that are consistent with State and DOE requirements.
- Make effective use of school counselors to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in the ASCA standards.
- Conduct monthly parent meetings that are designed to alert parents to graduation requirements and the demands of course and Regents examinations.
- Teachers will be selected to conduct Regents Prep (10 teachers x 40 sessions @ 1 hour = 400 hours)

- A teacher will be selected to conduct an ESL Afterschool Program (1 teacher x 100 sessions @ 1 hour = 100)
- Teachers will be selected to conduct academic tutoring (10 teachers at 60 sessions @ 2 hour = 568)
- Conduct student recognition events and celebrations (January and June)
- Create and implement a Uniform Grading Policy
- Provide students with materials and presentations related to promotion and graduation requirements and the code of conduct
- Provide for a series of workshops for students related to the college admissions process and career readiness
- Prepare a course syllabus for each subject to be given to students and parents
- Implementation of Advanced Placement Courses
- Implementation and monitoring of an updated Attendance Plan
- Reestablishment of the National Honor Society
- Students will be assigned to Extended time after a careful analysis of their needs.
- Students will meet with counselors to create Individualized Learning Plans.
- Students will be offered tutoring and Regents prep classes as a component to our academic support services
- Engage Sports and the Arts as a partner to boost success of extended time program
- Provide incentives and transportation for students involved

Student grades and attendance will be evaluated 6 times per year and individual plans and program decisions made accordingly.

Regents results will be evaluated 3 times per year and individual plans and program decisions made accordingly.

**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**

Working with our School Implementation manager, we will create a plan to maximize parent engagement; that is, build the capacity of our parents to support their children.

To support this goal, we will provide the following resources:

- OTPS Educational Consultants Priority I (\$50,000) for School Professional
- Teacher Per Session Priority I for Extended Day Regents and Credit Recovery Program (10 Tchrs x 17 hrs = 170 hrs)
- Teacher Per Session Priority I for before and after school tutoring program (20 Tchrs x 20 hrs = 400 hrs)
- NYSTL/School Library allocation/Software
- Supplies/Materials to support instruction (e.g., binders, highlighters, pocket folders, pens, etc.)

**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**

JIT Report October 2010

The school should conduct a purposeful outreach to increase parent participation to include newsletters, open houses, and other invitation to student events. The school should view parents as stakeholders in the development of the school's CEP. Page 6.

**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.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 6.2 Welcoming environment    | <input checked="" type="checkbox"/> 6.4 Partnerships and responsibility |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input checked="" type="checkbox"/> 6.5. Use of data and families       |

**Annual Goal #5**

- To enhance our parent engagement efforts so that parents are better able to support the learning requirement and expectations of their children.

**Strategies to increase parental involvement and engagement**

To realize this goal, we intend to:

- Planning and implementation of a Family outreach plan (August-June, ongoing)
- New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)
- Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center/office
- Identification of funding and resources to engage parents in their child's education (workshops, events, celebrations) August-September
- Monthly implementation of parental offerings (workshops, breakfasts, evening events)
- Student recognition events (January and June)
- Key staff that will support this work includes school leadership, parent coordinator, pupil accounting secretary, data specialist, guidance staff, community supports and our network support.
- Continue our public engagement activities such as Town Hall Meetings, surveying, Public Office Hours and the use of Focus Groups and create forums in which we can deepen district relationship with PTA Council, Township Supervisors, the Education Foundation, etc.

- Conduct weekly parent engagement meetings

We will monitor parent attendance at meetings.

**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**

Resources necessary to support this initiative include:

- Incentives for student participation

### 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	Achieve 3000	All 10 <sup>th</sup> grade students have an Achieve 3000 class and all Sp Ed students participate in the program in their ELA classes	During the school day
	Targeted Tutoring	Small group and one-to-one	Before and after school
	Regents Preparation	Small group and one-to-one	During and after school
	Extended Time Program	Small class	After school and Saturday
	Credit Recovery Program	Small group and one-to-one	After school and Saturday
Mathematics	Targeted Tutoring	Small group and one-to-one	Before and after school
	Regents Preparation	Small group and one-to-one	During and after school
	Extended Time Program	Small class	After school and Saturday
	Credit Recovery Program	Small group and one-to-one	After school and Saturday
Science	Targeted Tutoring	Small group and one-to-one	Before and after school
	Regents Preparation	Small group and one-to-one	During and after school
	Extended Time Program	Small class	After school and Saturday
	Credit Recovery Program	Small group and one-to-one	After school and Saturday
Social Studies	Targeted Tutoring	Small group and one-to-one	Before and after school

	Regents Preparation	Small group and one-to-one	During and after school
	Extended Time Program	Small class	After school and Saturday
	Credit Recovery Program	Small group and one-to-one	After school and Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pupil Personnel Team (RTI)	Case Conferencing	During and after school
	Student Mentoring (Attendance)	One-to-one	During and after school
	Substance Abuse Support	Classroom and one-to-one	During and after school
	Attendance Outreach	One-to-one	During and after school

### **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.

#### Recruitment

In order to recruit teachers we work closely with our Network HR liaison to identify candidates and to ensure that all required documentation requirements are met. The interview process has three steps. The first is a rigorous paper screening. The second is an interview with an Assistant Principal and Teacher Leader. And the last step involves an interview with the Principal.

#### Retention and Support

All teachers are involved in Common Planning Time meetings. In addition to developing a structure for efficient, productive and inclusive meetings, this time will be devoted to:

- Promoting rigor and cognitively engaging students in learning and the strategies that lead to higher levels of engagement and thinking
- Making pedagogical adjustments based on the team's impact on learning
- Supporting the expectations around the integration of CCLS aligned units of study
- Reflecting on the impact of the Team's CCLS work and assessment and inquiry cycle activities on student learning
- Reflecting on the team's work in connection with the school's and department goals and how department progress is measured towards these goals
- The analysis of data and the use of data tools (including rubrics, summative, periodic, and formative assessments) to identify strengths and needs of the school, department, classes, and sub-groups of students and use of a common teaching framework to inform the creation and assignment of appropriately challenging tasks.

Our PD calendar is formed via continual feedback from our teachers. Our PD plan features regular 2 hour sessions on Mondays and we conduct approximately 15 Saturday workshops to support teachers in pursuit of our school goals.

Our mentoring program pairs new teachers to the school with experienced colleagues.

We utilize outside professional development for teachers, which is provided by Replications and Teachers College.

Our Teacher Development Program provides differentiated support and learning opportunities.

**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.

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**PARENT INVOLVEMENT POLICY (PIP)**

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 with 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>Benjamin Soccadato</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>650</b>
School Name <b>Jane Addams High School</b>			

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

Principal <b>Sharron Smalls</b>	Assistant Principal <b>Kimberly Pringle</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Richard Painter</b>	Guidance Counselor <b>Laura Mira</b>
Teacher/Subject Area <b>Adam Fisher, History</b>	Parent <b>Abigail Grafals</b>
Teacher/Subject Area <b>Kelvin Lopez, Math</b>	Parent Coordinator <b>Diosa Reyes</b>
Related Service Provider <b>Carlos Melgar</b>	Other <b>type here</b>
Network Leader <b>Alan Cohen</b>	Other <b>type here</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>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</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>728</b>	Total Number of ELLs	<b>82</b>	ELLs as share of total student population (%)	<b>11.26%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

## A. ELL Programs

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

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

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

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														
	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%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>										4	4	4	4	16
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	4	4	4	16

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3	1	0	13	11	2	66	8	27	82
<b>Total</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>13</b>	<b>11</b>	<b>2</b>	<b>66</b>	<b>8</b>	<b>27</b>	<b>82</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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</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										44	21	6	7	78
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3	1			4
<b>TOTAL</b>	<b>0</b>	<b>47</b>	<b>22</b>	<b>6</b>	<b>7</b>	<b>82</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).

## A. Programming and Scheduling Information

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

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

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

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

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

**Courses Taught in Languages Other than English **

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

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

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

Class/Content Area	Language(s) of Instruction
Nursing	English

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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

**Native Language Usage and Supports**

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

### B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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

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

I

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

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

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

### E. Parental Involvement

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	2	0	1	6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										24	11	4	3	42
Advanced (A)										17	11	2	4	34
Total	0	0	0	0	0	0	0	0	0	44	24	6	8	82

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)								
Chinese Reading Test								

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

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

The students are administered the LAB-R and the Spanish LAB-R to Spanish speaking students where applicable. Students take diagnostic assessments such as Performance Series, Acuity, as well as two NYSESLAT assessments by Pearson each year to determine which modality must be focused upon before the next school year. All ESL students take the NYSESLAT at the end of the academic year. Last year's NYSESLAT results clearly revealed that our students perform best on the Listening/Speaking portion but mostly score between 600-650 on Reading/Writing. It is apparent that our focus must be on reading/writing in order to for students to succeed in ESL classes as well as content area classes. Our AMA2 exceeded city expectations, but our AMAO1 was lower than expectations. As we expand our program to ensure all students are receiving adequate service, we expect this to rise.

### 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

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

DBN: **08x650**

School Name: **Jane Addams**

Cluster: **6**

Network: **610**

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

**Part A: Needs Assessment Findings**

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

We use three sources of data to assess our needs. The first is the ELL Participation Report to determine which students are eligible for services. We then refer to the UTER screen on ATS to determine ethnicity. We also check the RNMR Modality report to double check that all eligible students are listed.

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.

The major findings from the data show that the majority of the students' parents speak Spanish. We have determined that approximately five students speak a language other than English or Spanish in the home. We send all communication to the Spanish speaking homes in Spanish and all other homes we send the communications in English instructing that if they need assistance in another language, to please notify the school quickly so we may secure the services necessary.

## Part B: Strategies and Activities

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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.

The major findings from the data show that the majority of the students' parents speak Spanish. We have determined that approximately five students speak a language other than English or Spanish in the home. We send all communication to the Spanish speaking homes in Spanish and all other homes we send the communications in English instructing that if they need assistance in another language, to please notify the school quickly so we may secure the services necessary.

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.

We have numerous staff members who are fluent in Spanish, including school aides, paraprofessionals, teachers, counselors and our Parent Coordinator. To date, we have had no such requests.

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>.

All written and oral communication to parents in languages other than English are delivered at the same time communication is delivered to parents whose native language is English. Therefore, there is no time lapse in the communication other parents receive.

## 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Jane Addams HS for Academic Ca	DBN: X650
Cluster Leader: Jose Ruiz	Network Leader: Steven Chernigoff
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: small group instruction and small class size
Total # of ELLs to be served: 44
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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

## 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: There are 44 students entitled to ESL services. The rationale of an instructional supplemental program is for students to attain Proficient on the NYSESLAT and if not, to at least improve by 43 points or move to the next level. We also provide services to help ELL students succeed in content classes and Regents exams. There are two groups of students to be served: LEP students who have not met the performance standard in listening/speaking and LEP students who have not met the performance standard in reading/writing. For the mandated services, class size had been reduced to a maximum of 19 students per class.

There is after school programis offered two days per week from 2:50 to 3:30 p.m. During this time, the ESL teacher will use extensive computer assisted language learning activities. ELLIS is used for listening activities, Achieve 3000 is used for reading and Write to Learn is used for writing. Achieve 3000 has a feature where students can also listen to the article they are reading, enhancing reading and listening skills. It also adapts the material to the students reading level based on a lexile exam given at the start of the program. Two students have been hired to act as peer tutors. These senior students have classes that cut their days short, so one tutor will be in the afternoon class every day. As this is the class with the lower level students, they will be able to work one-on-one with students and activities selected by the ESL teacher.

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

For those students who have not met the performance standard in reading/writing, the afternoon program includes activities geared to their needs. This includes the use of Ready to Read More (Blanchard and Root), the Papertext Reading English Program (short stories) and Pacemaker classic truncated novels will be used. Novels and non-fiction texts students are reading in content area classes will also be used in small group activities. Students will read daily and activities will be presented to make students feel comfortable and confident about reading, yet still feel challenged. There will be a combination of whole class lessons with read aloud/think aloud activities and independent activities. Students will keep a reader's notebook to integrate their responses to reading fiction and non fiction, their questions and predictions, and their notes on what they may want to read next. Activities will be

### Part B: Direct Instruction Supplemental Program Information

presented to show strategies used by proficient readers. These include activating prior knowledge, visualizing, asking questions, determining importance and making references.

### 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: This year we have been collaborating with Teacher's College of Columbia University on using assessment to drive instruction. This consists of two hours per week on Mondays from 3-5 p.m. and five six-hour retreats per year on Saturday from 9 a.m. to 2 p.m. for the entire school year. The ESL teacher is a part of this group and will provide input on ESL techniques to ensure students are successful in content area classes. During daily small learning community meetings (47 minutes daily), ESL coordinator will present techniques on identifying the needs of the ELLs, teaching strategies targeting ELLs, how to plan units that integrate uses of ELL strategies and adapting the Common Core Standards for the ELL students. We are also going to begin training CTE teachers in the use of SIOP strategies, to make the content more comprehensible for English learners.

### Part D: Parental Engagement Activities

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

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

Begin description here: Monthly parent association meetings are held in the school building on the first Monday of each month. The rationale of these meeting is to ensure that parents are aware of what services are available in the building. Agenda items are included to ensure ELL students are successful. The PTA president is fluent in English and Spanish, which ensures that all parents understand the content of the meetings. The meetings are 60 to 90 minutes long. Parents will be notified in English and Spanish by letter and by Phonemaster. The topics will include attendance, curriculum, graduation requirements, state testing, college readiness, and applying to and finding financial aid for college. The community-based organizations. Presenters may include the principal, the attendance coordinator, ESL coordinator, academic assistant principals and community based organizations such as Urban Health, Build On and Sports in Arts. The ESL coordinator will ensure that parents are made aware of any city-wide meetings that involve ELL students.

### 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>		