



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: JANE ADDAMS HIGH SCHOOL FOR ACADEMICS AND CAREERS

DBN (i.e. 01M001): 08x650

Principal: JOEL T DIBARTOLOMEO

Principal Email: JDIBARTOLOMEO@SCHOOLS.NYC.GOV

Superintendent: DENISE HALLETT

Network Leader: STEVE CHERNIGOFF

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Joel T. DiBartolomeo	*Principal or Designee	
Patricia Capella	*UFT Chapter Leader or Designee	
Abigail Grafals	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Matthew Grafals & Brian Caraballo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
James Bellegambe	Member/ Parent	
Sandra Figueroa	Member/ Parent	
Juan Fernandez	Member/ Parent	
Juliet Marinelli	Member/ UFT	
Debra Levy	Member/ UFT	
Michelle Madera	Member/ UFT	
Digna Marinez	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 08X650

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	319	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	7	# SETSS	N/A	# Integrated Collaborative Teaching	13
Types and Number of Special Classes (2013-14)					
# Visual Arts	2	# Music	N/A	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	11
School Composition (2012-13)					
% Title I Population	85.4%	% Attendance Rate			77.6%
% Free Lunch	90.4%	% Reduced Lunch			2.7%
% Limited English Proficient	9.0%	% Students with Disabilities			20.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			36.7%
% Hispanic or Latino	61.1%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	0.2%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.76	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	2.8%	% Teaching Out of Certification			9.3%
% Teaching with Fewer Than 3 Years of Experience	5.6%	Average Teacher Absences			6.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	45.6%	Mathematics Performance at levels 3 & 4			25.6%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			39.7%
6 Year Graduation Rate	57.2%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	No			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

Last year, we were able to accomplish a number of things. These included, but may not be limited to the following:

The model for professional development with which we were aligned placed teachers at the center of their work. The utilization of coaches, the launching of a School Implementation Team to coordinate the implementation of the Citywide Instructional Expectations (CIEs), the provision for daily common planning time for all teachers, the school's differentiated professional development program and the opportunity to be responsible for one's own professional learning proved to be a robust and dynamic environment in which to build professional community and capacity. On May 21, the school was the subject of an exhaustive Developing Quality Review (DQR). The four-member Network team concluded that the school was well developed in the area of distributed leadership. In last year's Quality Review (QR) the school was rated developing in the same area.

In February, two part-time coaches were identified from among the school's existing staff. They assumed responsibility to: coordinate with the administration the school's professional development agenda; facilitate common planning time meetings; construct tools and templates (e.g., curriculum unit, daily lessons, data analysis protocols, etc.); and, provide and model peer informal feedback including actionable next steps for teaching. Their competence and trust building skill supported the beginning of an important shift in teacher collaboration. Teachers have moved from working in isolation to exploring collaboratively strategies commensurate with the demands of the Common Core Learning Standards (CCLS).

We utilized the services of a consultant from Replications to further develop and deepen the skills and knowledge base of our Instructional Coaches. The embedded training of our coaches resulted in deepening their understanding of: adult learning; team facilitation; instructional knowledge; Danielson Framework for Teaching; the use of data; and, how to differentiate support for teachers. By the end of the year, our coaches were performing many of these duties independently and confidently.

All teachers participated in daily 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

Each department engaged in an inquiry project that began with a rigorous analysis of the previous Regents results, utilized a root-cause analysis model to identify the conditions that led to the results and resulted in the identification of a change strategy to be used to accelerate learning in targeted subject areas. Departmental inquiry projects carefully documented this work.

Sports & Arts in Schools Foundation (SASF) partnered with Jane Addams High School to boost achievement for off-track students. SASF implemented its SASF High School Today College Tomorrow Program. Key components of the program included: individualized Graduation Plans; individual advisement sessions; the availability of College and Career Advisors, targeted tutoring and educational counseling; college and career workshops and field experiences; and, financial literacy training.

Describe the areas for improvement in your school's 12-13 SCEP.

While we have been able to secure a change in school culture and the establishment of sound structures and routines, we have not yet capitalized fully on these changes in the instructional core – or our classrooms. As such, we will be making modifications to our plans for the 2013-2014 school year.

To begin, we need to develop more consistently, classrooms in which students are engaged appropriately or in which work is challenging, exciting, rewarding and fun. Diminished student engagement was most notable in student attendance, punctuality and cutting. Student attendance was reported at approximately 72% for the year 2012-2013. Evidence of student disengagement was also found when almost 50 % of those students polled in our most recent Learning Environment Survey (LES) responded that they disagree with the statement, "Most of the teaching staff at my school make me excited about learning." We believe that students will not put forth their best effort unless we motivate them to become more actively engaged in classrooms that are student-centered and in which the work is viewed as purposeful and important.

While we administered common assessments that were developed by each department and analyzed the results of these assessments, the data generated was not used consistently to plan well-scaffolded instruction for groups of learners. As such, we will need to do more to support the implementation and effective use of assessment for/of learning before, during and after instruction. More specifically, we can improve on our classroom capacity to utilize student level data in the classrooms as a means to more effective planning, making adjustments and measuring progress toward classroom, sub-group and individual student goals.

While the professional development plan we developed fulfilled many of our intentions to build teacher knowledge in our targeted Danielson areas, this learning did not result consistently in the adoption of practices that represent the shifts associated with CCLS. Upon reflection, we believe that this may be attributable to our not making more apparent the connection between practice and student performance and the accountability for student results. This year, we will improve our professional development plan by moving coaches more frequently into classrooms to work more closely with teachers as they support their development or deepening of effective teaching practices.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

As a closing CTE school, we experience a degree of upheaval each year that makes resource allocation, staffing and student demographics and building space each unstable. Still, with the support of a responsive Network Team, we were able to anticipate and navigate around many of these issues.

More specifically, challenges unique to "phasing-out" that we encountered included: the need to rebuild professional and school community attributable to the changing make-up of staff; the need to redistribute roles and responsibilities strategically each year; the loss of skilled practitioners and the constraints on the school to hire in the same manner as non-phase out schools; the disengagement of students attributable the loss of personal relationships held with teachers who have moved-on and the psychological impact of being a student in a phasing-out school; and, the imperative to have teachers focus on their current school responsibilities despite the distractions of where they be next.

Challenges to the utilization of the Danielson Framework as an evidenced-based tool to evaluate teaching were related to pernicious manner in which the tool was used prior to mid-2012. As such, building trust was paramount to the administration and teachers working collaboratively.

Coaching is a learning process that requires the utilization of a wide range of skills. Among them is the ability to manage one's time so that it is spent strategically. Initially, this proved challenging to the coaches, but ultimately they were learned to prioritize effectively.

Crafting CCLS curriculum units initially proved difficult for most staff. Unaccustomed to engaging in such detailed planning activities and with insufficient content knowledge. An evaluation of the process and its impact on student learning has informed future plans and trade-offs in this area.

The range of expanded learning time offerings we had in place was a challenge to program and monitor. Having expert programmers and counselors with experience helped us scale-up these opportunities.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

The SCEP contained in it a number of strategies that we believed would complement one another and scaffold on well to where the data indicated we were as a school.

The 2012-2013 SCEP resulted in a number of benchmarks being met by the school. A key indicator for us was the DQR conducted in May that measured aspects of school quality using six of the ten statements that comprise the QR. Specifically, the school moved from Under Developed to Proficient in one statement area (4.2 which is aligned with Tenet 3), from Developing to Proficient in two statement areas (1.3, 2.2 which are aligned to Tenants 2 and 3), from Under Developed to Developing in two statement areas (1.1, 1.2 which are each aligned with both Tenets 2 and 3), and in the last area we maintained a Developing rating (4.1 which is not aligned with a specific Tenet).

Another area in which the SCEP had positive impact was in the area of credit accumulation, which was a direct result of our Expanded Learning Time program. Students moving from the first year to their second year increased their credit accumulation totals from 60.7% in their first year to 69.2% in their second year and for our lowest third in the same cohort we increased from

52.5% to 67.6 %. For students moving from their second to third year in high school, we improved slightly the percentage of students earning 10 or more credits from 53% to 53.3%. However, for the lowest third in the same cohort, we saw an increase from 33.3% to 38.5%. During the summer we were able to graduate 11 more students to increase our graduation rate over 5% points. It is noteworthy that we managed to stabilize our four-year graduate rate at approximately 40 % and increase slightly our six-year rate from 55.1% to 57.2%.

Major indicators on the DOE's Learning Environment Survey for Academic Expectations (72.2 %), Communications (100 %), Engagement (79.2 %) and Safety and Respect (64.3 %) were each scored at percentile ranking far exceeding the majority of city schools.

In the area of College and Career Readiness, we experienced an increase in the four-year non-remediation index from 3.5% to 7.8%. And in the College Readiness Rate indicator we improved from 7% to 21.7%. In fact, in each of five index areas measured as part of the College and Career Readiness portion of the DOE's Progress Report, we scored higher than many of the schools in our peer and city comparison category (the vast majority of which are not being closed).

Students in the 2013 cohort were evaluated after each marking period and received updated Individualized Graduation Plans at least three times during the course of their senior year.

All administrators and teachers participated in were over the school goal of 20hours of professional development to explore the Danielson Framework for Teaching (with approximately 40% doing 60 hours) throughout the 2012-2013 school year on norming teacher practice using videos and sharing best practices that reflect standards of practice. In addition, teachers participated in collaborative investigations reflective of the competency areas that were the school's focus. These included Focused Instructional Rounds, peer-to-peer observations of practice and inquiry projects.

All teachers utilized the established curriculum to create or identify at least two CCLS-aligned units of study in their respective area that provide points of access for all students and culminate in a performance task aligned to the Common Core. For CTE courses, the units of study were aligned with relevant State standards and other State requirements. Units of study utilized an Understanding by Design framework. The school reached its goal that each teacher would ensure that students participated in a minimum of two performance tasks that were aligned to CCLS.

Maintaining high morale and enthusiasm for continuous improvement is always challenging and more difficult in a phase-out school. Frustration associated with new learning can sometimes galvanize old arguments and feelings about educational change that are not always helpful. Still, we were able to support an environment in which the vast majority of staff created a new norm for working and improvement. Our attention to process and community building proved key determinates of the staff to take risks and trust one another. As well, normalizing the school environment for students with appropriate levels of community building opportunities taught us once again how resilient students can be when they feel a level of care from the adults working with them.

Were all the goals within your school's 12-13 SCEP accomplished?		Yes	X	No
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If all the goals were not accomplished, provide an explanation.

While we experienced a large number of successes, there were areas in which we fell short. In the area of Regents results are weighted averages fell in ELA from .65 to .33 and in the area of mathematics our weighted Regents scores fell from .96 to .44. A detailed analysis of Regents and other data is on file. The major conclusions of that needs assessment can be found below in the Achievement Target section.

While we have been able to secure a change in school culture and the establishment of sound structures and routines, we have not yet capitalized on these changes in the instructional core – or our classrooms. As such, we will be making modifications in our plans for the 2013-2014 school year. (See the section above, "Describe the areas for improvement in your school's 12-13 SCEP for full explanation.)

Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

As noted previously, as a phase-out school, we experience a significant degree of upheaval each year that results in some predictable areas of instability (see section above related to 12-13 barriers and challenges). However, with the adjustments we have made and with capable Network support, we have stabilized the school environment and have build a foundation for viable school improvement efforts. The challenge we face is to not take our solutions for granted as we will need to continue to adjust and adapt.

Our instructional focus for the coming year is literacy-based. It is, "Students will develop the skill of using text-based evidence to support arguments in discussions. They will engage in activities that are cognitively rigorous, in groups and with individual

practice, and by utilizing exemplars, rubrics, and feedback they will develop reading, writing, and collaboration skills that support college and career readiness.” The intention is that all teachers are responsible to teach literacy as a process to learn content. For most teachers, this is a new skill and as such it will require additional coaching and to some degree a change in the way teacher’s view their subject.

This year we are implementing the new Advance Teacher Evaluation system. The system will demand new structures and routines. Adopting these will compete for time and attention in other areas of school improvement. As such, being strategic with time and resources is something that will need on-going monitoring.

A component to our school improvement plan is the implementation of an expanded ICT program. ICT classrooms in both 11th and 12th grade and in core subject area have been created. To support the expansion of our plan to provide access to lesser restrictive environments, we have enacted a substantial professional development program as well as time to plan collaboratively. Still, as a new initiative, learning new roles and ways of working together for teachers will take time and attention to process as well as the acquisition of new strategies.

List the 13-14 student academic achievement targets for the identified sub-groups.

Jane Addams was cited for all students as well as all sub-groups.

An analysis of our June Regents results, a common literacy assessment administered in October 2013 and the DOE performance assessment administered in October 2013 resulted in several major findings (this data is on file) that were each confirmed in our DQR. The first was that our students have not been experiencing content in a rigorous manner. Questions that required students to construct a response on the Regents exam proved to be very difficult for our students. We understand that we need to ask all students to do more, not simply longer or more assignments, but to think more deeply. This will only happen if we strengthen our curriculum, instruction and assessment practices. The second conclusion evident in the data, and again supported by our DQR, was that SWDs and ELLs are not accessing the curriculum effectively. Less than 5% of exams taken by a SWD with scored a 65 or higher and 20% of exams had a score of 55-64. Less than 11% of exams taken by an ELLs resulted in a passing score. As our SWDs and ELLs fall within the school’s bottom third students, we have made a target population of this group the subject of our inquiry work.

Last year the gap between all second year students (69.2%) and the school’s bottom third students (67.6%) earning ten or more credits was 1.6 %. However, the same gap when measured for third year students was 14.8%. We intend to narrow that gap by at least 5% and at the same time improve on the overall measure (53.3%) for last year’s third year students or this years fourth year students by 5%.

Describe how the school leader(s) will communicate with school staff and the community.

School leaders will communicate this plan through a variety of channels. As evidenced in the school’s most recent learning environment survey the school has demonstrated great capacity to communicate with its different constituent groups. Among the many different ways in which messages are conveyed are via presentations, memorandum, handbooks, email, daily flyer, small group conversations, direct conversations, and informal interactions. In addition, the principal is committed to being accessible and one who values diverse opinions.
groups.

Describe your theory of action at the core of your school’s SCEP.

The strategies described in this plan will be implemented and adjusted in accordance with observations and data accrued in our classrooms so that there is a “right fit” during each phase of the school year.

The context in which this work is intended to take place is best defined by the organization, *Learning Forward*, in its standard for professional development, which situates professional learning within a Professional Learning Community:

Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals. Learning communities convene regularly and frequently during the workday to engage in collaborative professional learning to strengthen their practice and increase student results. Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic settings that support their improvement.

Describe the strategy for executing your theory of action in your school’s SCEP.

Trust is the “connective tissue” that holds continuous improvement activity together in schools. As such, it is imperative that all staff members work to solidify a strong, collaborative relationship that best serves the needs of students. While the presence of trust alone will not support success, schools with little or no relational trust limit their chances for success.

We also recognize that we must support a distributive leadership model to capture the many skillful and potentially skillful teachers and other staff who represent the “pool of talent” found within our school. In order to do so, it is first necessary to

establish relationships that support opportunities to share and learn together. To facilitate “buy in” these relationships need to be centered on such things as respect, dependability, integrity, care and a commitment to our students and each other.

The philosophy that guides the administration is that professional communities need to be nurtured if they are to evolve into self-sustaining, dynamic entities. Key to this administration’s approach is that adults in a school need to be supported, trusted and held responsible to make effective decisions in the best interests of students in all venues of school life. Contracts and legal mandates do not inspire good work. It is one’s own commitment to his/her profession and to the students we serve that best support improvement.

List the key elements and other unique characteristics of your school’s SCEP.

Unique to our school’s SCEP is the fact that we are scheduled to close in two years. As such, there is a sense of urgency to the work of supporting all of our students and staff to their next step as learners and leaders. In keeping with this mission, we are able to provide students, parents and staff a diverse number of learning opportunities in an environment that is committed to a culture for learning.

At every level of our staffing structure, we enjoy a wealth of professional experience, content knowledge and both technical and non-professional expertise. The staff is collegial, hard working, reliable and willing to adapt and adjust. We also benefit from a number of teacher leaders. Our two coaches, ELL Coordinator, IEP Teacher, UFT Chapter Leader, and Pupil Services Coordinator all provide leadership in their areas and collaborate in a number of routine meetings. Our Assistant Principal, Dean and the Administrative Assistant to the Principal compliment the Principal so that together the A Team provides staff and students with a well-organized school environment.

We also benefit from a Network Leader and team and a Superintendent who together support our work, push our thinking about the decisions we make, provide technical expertise and act as a positive sounding board for the administration.

Provide evidence of your school’s capacity to effectively oversee and manage the improvement plan.

As evidenced by our DQR findings:

“The administration, in collaboration with teachers and staff, makes strategic organizational decisions to support teachers, increase participation in instructional rounds, and to provide a variety of activities for students to support instructional goals and meet students’ learning needs.” And, “The school aligns assessments to curricula and uses a uniform grading policy aligned to standards to analyze student work to identify gaps in learning and to inform pedagogical decisions.”

School leaders will communicate this plan through a variety of channels. As evidenced in the school’s most recent learning environment survey the school has demonstrated great capacity to communicate with its different constituent groups.

Goal and Action Plan #1 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"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."

Review Type:	JIT	Year:	2010	Page Number:	6	HEDI Rating:	NA
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader's vision	X	2.3 Systems and structures for school development
	2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Beginning September 2013, we will implement and maintain routines and structures to systematically use data to measure progress towards interim and long-term goals as a means to evaluate the impact of our school, department and classroom decisions on student learning and, when necessary, make timely adjustments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy – We will implement and maintain data-driven distributed leadership structures to enable teacher leadership and empower all staff to make informed decisions that affect student learning.

1. Activity – We will create a schedule that enables teacher teams (e.g., ICT, department, grade, etc.) to meet daily to plan and assess (with student work and other data) and coordinate the work going on in the school. (SOP 2.3)
2. Activity – We will communicate school improvement goals and interim progress within the school community three times a year (beginning, mid and end-of-year). These benchmark opportunities will employ data (e.g., attendance, credit accumulation, progress towards graduation, literacy, teacher practices, etc.) to evaluate the effective use of resources, teacher time and professional development. If necessary, we will make adjustments. (SOP 2.2)
3. Activity – We will use data at all Attendance, Pupil Personnel, Cohort Analysis, Parent Engagement, College and Career Readiness, and Instructional Leadership Team meetings to monitor progress and make timely adjustments. (SOP 2.5)
4. Activity – We will administer a teacher survey two times a year that asks teachers for feedback regarding professional development, offers them opportunities to engage in calibration activities (cross-classroom visitations and collaborative lesson plan review) and offers them opportunities to host meetings and share practices. (SOP 2.3)

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, SLT, UFT Leadership, programmer, coaches
2. Administration, SLT, Instructional Leadership Team
3. Administration, Data Specialist, programmer, coaches
4. Instructional Leadership Team

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. An analysis of the master schedule, teacher programs, meeting agendas and protocols will be made two times a year.
2. Disaggregated student achievement and attendance and teacher practice data will be used to form yearly goals, which will be evaluated both mid-year and end-of-year. Plans will be revised (if necessary) accordingly. Copies of all plans, including those revised, and data analysis, will be maintained on file at the school.
3. All meeting agendas will reflect the use of data to inform plans in a timely manner.
4. We will conduct two teacher Professional Development Surveys. The results will be used to differentiate and identify areas for on-going professional development.

D. Timeline for implementation and completion including start and end dates

1. This activity will begin in September and continue over the entire school year 2013-1014.
2. This activity will begin in September and continue over the entire school year 2013-1014.
3. This activity will begin in September and continue over the entire school year 2013-1014.
4. This activity will begin in September and continue over the entire school year 2013-1014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Instructional Leadership Team (40 CIE per session hours); educational consultant (\$13,500 Title I P/F)
2. Instructional Leadership Team (40 CIE per session hours); educational consultant (\$13,500 Title I P/F)
3. Instructional Leadership Team (40 CIE per session hours); educational consultant (\$13,500 Title I P/F)
4. Instructional Leadership Team (40 CIE per session hours)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for students with disabilities and English language learners that is aligned to key standards."

Review Type:	Alt DQR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 For the 2013-2014 school year, all teachers will integrate a Schoolwide Literacy Curriculum, which is aligned with the CCLS instructional shifts and the school's instructional focus, with the content for which they are responsible to teach.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Strategy – All teachers will participate in professional development that supports the planning and teaching of lessons that integrate language objectives into their subject area curriculum.
1. Activity - We will use daily common planning time once a week and Faculty Conference meetings (one per month) to collaboratively develop language objectives within the context of CCLS aligned curriculum and instruction and to plan their classroom implementation. Language objectives are central to the schoolwide literacy curriculum we developed and which is integrated into each core subject area. (SOP 3.2, 3.4)
 2. Activity – We will make weekly rounds to gather data (including lesson plans) to evaluate the quality of language objectives and the effectiveness with which they are taught. (SOP 3.2)
 3. Activity - We will continue to participate in all Network sponsored professional development. (SOP 3.3)
 4. Activity – We will conduct inquiry using common assessments, subject area assessments, Regents results, and other data to progress monitor a target population of students who represent our sub-groups. (SOP 3.5)
 5. Activity - We will develop and implement an Assessment/Uniform Grading Policy that describes effective assessment practices and which provides for an efficient and meaningful assessment process including common literacy, subject area and classroom assessments. (SOP 3.5)
 - 6.

B. Key personnel and other resources used to implement each strategy/activity

1. Instructional Leadership Team will plan and facilitate meetings.
2. Administrators, coaches, teachers, and consultants will conduct rounds.
3. Coaches and teachers in each core subject areas will participate in these professional development sessions.
4. Instructional Leadership Team, Inquiry Team
5. Instructional Leadership Team, teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Meeting agendas will show evidence of staging and phasing in the schoolwide literacy curriculum.
2. Weekly classroom rounds by administrators and coaches will be used to measure impact of professional development by looking at lesson plans and the quality of the language objectives and the effectiveness with which they are taught.
3. Classroom visits of participating teachers will be used to measure impact of network professional development on individual teacher practice.

4. The Inquiry project will utilize two common assessments to determine the impact that the schoolwide literacy curriculum has on our target population (bottom-third students). We expect that 80 % of all target population students will (using a 5 facet literacy rubric) move up one level on at least three of the five facets measured.
5. A Uniform Assessment/Uniform Grading Policy will be created to provide procedures for the administration and utilization of common literacy, subject area and classroom assessments.

D. Timeline for implementation and completion including start and end dates

1. This activity will begin in September and continue over the entire school year 2013-1014.
2. This activity will begin in December and continue over the entire school year 2013-1014.
3. This activity will begin in September and continue over the entire school year 2013-1014.
4. This activity will begin in September and continue over the entire school year 2013-1014.
5. This activity will begin in September and continue over the entire school year 2013-1014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Coaches (SIG) and Instructional Leadership Team (40 CIE per session hours) will design and conduct meetings.
2. Coaches (SIG), Instructional Leadership Team (40 CIE per session hours), Consultants from Teachers College (\$40,800 Title I P/F) and School Professional Consultant (\$9,200 Title I P/F) will be funded to support this activity.
3. These meetings are sponsored by the Network
4. The Inquiry Team (CIEs per session at 1 hour per week for 25 weeks) will coordinate this activity and will be led by our coaches.
5. No cost associated with this activity

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	X	PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a common teaching framework and aligned to curricula, is engaging and meets the needs of all learners so that students are engaged in and produce meaningful work products."

"Continue to expand the use of a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and

implement strategies that promote individual teacher growth and reflection.”							
Review Type:	Alt DQR	Year:	2013	Page Number:	5 and 6	HEDI Rating:	D

Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, 80 % of all teachers will possess a normed understanding of Danielson competencies 1C, 1E, 1F, 3B, 3C and 3D.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy - All teachers will participate in a professional development plan that provides staff with both short-term and sustained professional learning and which supports practices that shift teaching practices in designated competency areas using the Danielson Framework for Teaching.

1. Activity - Teachers and administrators will participate in at least 5 hours of professional development, which will be devoted to calibration activities related to effective teaching in the context of the Danielson model. (SOP 4.2)
2. Activity - We will use weekly common planning time (two times per week) to support the effective collaboration of teacher teams through the use of protocols that guide their examination of student work for evidence of learning and gaps and the use of data findings to accelerate learning for all students including SE and ELL students. (SOP 4.3, 4.4)
3. Activity – All teachers will each work with a coach who will support them with differentiated professional development.
4. Activity - We will develop and implement a protocol that all teachers will use to share with students the results of common assessments (2), subject area assessments (3) and marking period performance (6). (SOP 4.5)
5. Activity - We will support the development of instructional practice with purposeful agendas and meetings. Each week, the Instructional Leadership Team will finalize agendas for all meetings. School goals, teacher feedback, classroom observations, CIEs and student assessments will each play a role in how professional development is staged and phased. (SOP 4.2)
6. Activity - We will develop a Lab Site classroom as a place in which colleague teachers can learn together. (SOP 4.2)

B. Key personnel and other resources used to implement each strategy/activity

1. Instructional Leadership Team will meet each week to plan for all professional development meetings to be conducted the following week.
2. This work will be documented on a Weekly Planning Template developed by the school and evaluated during Instructional Leadership Team meetings.
3. Coaches and consultants will work directly with teachers to observe classrooms, collect student work and facilitate common planning time meetings.
4. Our Coaches will work with staff to create a protocol to be used to share feedback for common and subject area assessments as well as end-of-marking period performance and to set goals.
5. Instructional Leadership Team will meet each week to plan for all professional development meetings to be conducted the following week.

6. The school will designate an ICT team and support them in a Lab Site setting, which will be open to other teacher teams to observe and debrief

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of the 2013-2014 school year, school leaders and teachers will agree with the calibrated rating 80% of the time as to whether teacher practice, as observed in a training video, represent Highly Effective, Effective, Developing or Ineffective practice across competencies
2. By the end of 2013-2014, weekly plans will be rated as Artifacts at the Effective level for all relevant competency areas
3. We will improve from 4.8 to 5 on the Learning Environment Survey student item, "Most of the teaching staff at my school make me excited about learning."
4. Teachers will share student goals set as a result of utilizing the Student Feedback/Goal-Setting Protocol
5. By June 2014, 80% of all teachers will show evidence of effective practice in at least four of the six targeted competency areas.
6. All ICT teachers will move-up one level from this first informal observation to their last in areas 3b and 3c

D. Timeline for implementation and completion including start and end dates

1. This activity will begin in September and continue over the entire school year 2013-1014.
2. This activity will begin in September and continue over the entire school year 2013-1014.
3. This activity will begin in September and continue over the entire school year 2013-1014.
4. This activity will begin in September and continue over the entire school year 2013-1014.
5. This activity will begin in September and continue over the entire school year 2013-1014.
6. This activity will begin at the beginning of the second semester and continue over the entire school year 2013-1014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Instructional Leadership Team (40 CIE per session hours)
2. Instructional Leadership Team (40 CIE per session hours)
3. Instructional Leadership Team (40 CIE per session hours); Teacher Prep Payback to support debriefing (150 hours or \$6480); Consultants from Teachers College will provide embedded coaching to teachers two times per month (\$40,800 Title I P/F); an School Professional Consultant (\$9,200 Title I P/F) will be funded to support this activity
4. There is no cost associated with this activity
5. Instructional Leadership Team (40 CIE per session hours); Consultants from Teachers College will provide embedded coaching to teachers (\$40,800 Title I P/F); School Professional Consultant will be funded to support the implementation of the Advance teacher evaluation system (\$9,200 Title I P/F)
6. Coaches (SIG); Teacher Prep Payback to support debriefing (150 hours or \$6480)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
"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."											
Review Type:	JIT	Year:	2010	Page Number:	8	HEDI Rating:	NA				

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	5.2 Systems and partnerships				X	5.3 Vision for social and emotional developmental health					
	5.4 Safety				X	5.5 Use of data and student needs					

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
For school year 2013-2014, we will increase our yearly student attendance rate from 71.9% to 74%.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy – We will enhance student engagement for all students, who will have access to enrichment activities, academic interventions, special education services in the least restrictive environment appropriate, and language support in all classrooms for all learners.

1. Activity - We will implement in each grade and core subject area an ICT classroom with PBIS support. (SOP 5.2)
2. Activity - We will conduct a student survey to inform our understanding of student engagement. (SOP 5.5)
3. Activity - All student graduation plans will be evaluated after each marking period to adjust programs and identify academic and attendance interventions if appropriate. (SOP 5.2)
4. Activity - We will implement an Advisory program to permit a greater degree of personalization or so that each student will be provided with guidance/advisement in behalf of their achievement. (SOP 5.4)
5. Activity - We will implement and track for each student in a range of College and Career Readiness experiences. (SOP 5.2)
6. Activity - We will expand our after school opportunities for students with additional co-curricular activities (e.g., Yearbook Club, Chess Club, etc.) (SOP 5.3)
7. Activity - We will provide incentives to those students who fulfill the criteria for "eligible" students and students who improve during our short term attendance programs. (SOP 5.3)

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, Coaches, teachers assigned to ICT classrooms
2. The Attendance Team will create, administer and analyze the results of a student survey designed to provide information about attendance and cutting
3. Administration, programmer, counselor, Pupil Services Coordinator
4. Assistant Principal, teachers
5. Consultant Counselor, Bronx CC, Counselor, Sports and the Arts Foundation
6. Administration and teachers selected for activities
7. COSA, Assistant Principal, Student Services Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By August 30, 2014, we expect to see an increase in credit accumulation for the school's bottom third students in their fourth year (active) of 5% or from 38.5% to 43.5%
2. A survey will administered and its results interpreted and used to adjust our attendance efforts
3. Updated graduation plans will be made available to all students and their families each marking period
4. Advisory assignments will be made so that each staff member is attached to ten students and a protocol used to review progress reports with students.
5. A database that lists appropriate College and Career experiences (e.g., SAT testing, college essay, etc.) will be created and used to ensure that all students are included.
6. We will increase our LES student score for "My school offers me a wide enough variety of programs, classes and activities to keep me interested in school." From 5.7 to 6
7. Increase in the percentage of students designated as eligible from first marking period or 25% to 50% by the last marking period.

D. Timeline for implementation and completion including start and end dates

1. This activity will begin in September and continue over the entire school year 2013-1014.
2. This activity will take place in January 2014.
3. This activity will take place after each marking period.
4. This activity will take place after each of the first five marking periods.
5. This activity will begin in September and continue over the entire school year 2013-1014.
6. This activity will begin in December and continue over the entire school year 2013-1014.
7. This activity will begin in September and continue over the entire school year 2013-1014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Coaches will meet with teacher ICT teams to plan and debrief lessons and be compensated at the per diem rate (\$6,480 Title I P/F)
2. There is no cost associated with this activity
3. There is no cost associated with this activity

4. There is no cost associated with this activity
5. An F Status counselor will be funded to support our College and Career agenda (\$13,500 SIG)
6. Teachers will be selected to sponsor a variety of co-curricular activities (225 per session hours \$9,545 Title I P/F)
7. Student incentives in the form of trips and other rewards (\$15213)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"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."

Review Type:	JIT	Year:	2010	Page Number:	6	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment		6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

For the 2013-2014 school year, we will maintain or increase the LES survey item (currently 8.3), "My child's school keeps me informed about my child's academic progress."

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

Strategy – We will enhance parent communication regarding student academic performance by creating and maintaining a Parent Engagement Team that will coordinate all parent communication and engagement efforts.

1. Activity - We will create and maintain a Parent Engagement Team that will coordinate all parent engagement efforts. (SOP 6.2)
2. Activity - We will establish monthly (8) parent meetings, weekly ESL class and other classes identified by parents. (SOP 6.4)

3. Activity – We will involve families in IEP and Pupil Personnel Support meetings. (SOP 6.5)
4. Activity - We will send progress reports home to families at the conclusion of each marking period that are color-coded to draw attention to student achievements and challenges (6). (SOP 6.2, 6.5)
5. Activity - We will send Interim reports home mid-marking period (6). (SOP 6.2, 6.5)

B. Key personnel and other resources used to implement each strategy/activity

1. The Principal, Parent Engagement Liaison (Teacher), Parent Coordinator and Parent President will meet weekly to conduct this activity
2. ESL Teacher, Parent Leadership
3. Pupil Personnel Team, IEP Teacher
4. Assistant Principal
5. Assistant Principal, teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Meeting agendas will reflect efforts to plan and evaluate parent communication and engagement activities
2. Minimum parent participation in all classes will be six parents
3. Notes and sign-in sheets
4. Copies of all progress reports are maintained at the school
5. Copies of all interim reports are maintained at the school

D. Timeline for implementation and completion including start and end dates

1. This activity will begin in September and continue over the entire school year 2013-1014.
2. This activity will begin in September and continue over the entire school year 2013-1014.
3. This activity will begin in September and continue over the entire school year 2013-1014.
4. This activity will begin in September and continue over the entire school year 2013-1014.
5. This activity will begin in September and continue over the entire school year 2013-1014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher selected as Parent Engagement Liaison (75 per session hours or \$4368)
2. Instructor for ESL classes (60 per session hours)
3. There is no cost associated with this activity
4. There is no cost associated with this activity
5. There is no cost associated with this activity

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	Tax Levy	X	Title IA	Title IIA	X	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

For the 2013-2014 school year, we will enhance our Expanded Learning Time offerings to provide multiple opportunities for students to earn credit, participate in enrichment activities and receive additional instruction in targeted areas. As a result of this initiative:

- We will see an increase of 2% in attendance rate from school year 2012-2013 to school year 2013-2014 for 80 % of all active students who attended between the 50% to 70% range 2012-2013.
- We expect to improve our Regents weighted averages (DOE Progress Report by .33 in ELA to .66 (currently reported at .33)
- Narrow the credit accumulation gap between all active fourth students (last year's third year students) and the school's fourth year bottom third students (last year's third year bottom third) by at least 5% and at the same time improve on the overall measure (53.3%) for last year's third year students or this year's fourth year students by 5%.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Peer Assisted Learning (PAL) strategies will be utilized and it is our intention to compensate a group of qualified students for tutoring/modeling their peers in the Expanded Learning Program. PAL involves students in consciously assisting others to learn, and in doing so, learning more effectively themselves. For our program, it will encompass peer tutoring, peer modeling, peer monitoring, and peer assessment. PAL will compliment and supplement what teachers do.
2. All teachers will be required to utilize hands-on learning experiences. These activities will take the form of projects, simulations, Socratic Dialogues and inquiry-based activities. Research shows that hands-on experiences increase student performance and motivation. A meta-analysis of 15 years of research on the advantages of hands-on learning, including 57 studies of 13,000 students in 1,000 classrooms, demonstrated that students in activity-based programs performed up to 20% higher than groups using traditional or textbook approaches. The greatest gains occurred in creativity, attitude, perception, and logic (Bredderman, 1982).
3. Enrichment activities such as art classes student clubs and field trips to culturally related venues that are aligned to the curriculum will be offered to all students. Research indicates that participation in extracurricular activities affects students' academic performance. More specifically, studies have been conducted assessing the effects of specific extracurricular activities on academic performance.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. The program will be staffed by members of the administration and teachers on staff. All Expanded Learning Time classes will be taught by properly credentialed teachers. We will also employ the services of a para-professional to work in class with SWD students and a Secretary to manage additional clerical related tasks. We also expect to provide push-in services with our ELL teachers.
2. We expect to work closely with our partner, Sports and the Arts Foundation, which has procured a grant to support our students after school.

C. Identify the target population to be served by the ELT program.

All students, including special education and ELLs, are invited to be a part of our ELT program.

1. Off track students and those who were previously not successful in a Regents area are assigned to classes.
2. Extra support is available to all failing students through our coursework make-up option.
3. Co-curricular activities and sports are offered to all students.
4. Customized learning is available to students via our AVENTA program.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	X	Tax Levy		Title I SWP		Title I TA	X	Title I PF		C4E
X	Title III	X	Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

N/A

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

N/A

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Over the summer we provided a 90 hour summer program that offered students the opportunity to earn two credits. In addition, we provided over the summer a Regents prep program for students who had failed previous Regents exams. We also made a five-week enrichment program available to students who were on-track to graduate.

For this school year, we offer six opportunities to earn additional credit by running six Cycles of Extended Learning Time classes for a total of 324 hours. In addition, we provide academic intervention via tutoring for students who wish to participate as a component of our Coursework Make-up program. And, all students who were not successful in a previous Regents exam have been programmed for Regents prep classes.

All activities are advertised throughout the school and mailings are sent home to alert parents.

Professional development will be provided to the Expanded Learning Time staff beginning in December to provide support for the implementation of hands-on learning activities and to support teacher attention to the social and emotional needs of students by way of community building activities.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

As noted previously, the research supporting hands-on learning and student involvement in after school activities is clear in its effects on students – they have more positive attitudes about school and perform better academically. We expect that for those students involved in the program, they will experience similar growth.

As noted previously, we offer a number of enrichment experiences via our co-curricular and sports programs at Jane Addams. For several years, we have been seeking new opportunities for the school's students to link their classroom instruction with workplace experience, especially in STEM areas. We are fortunate to be located in a school that will benefit from a partnership developed between SUNY Maritime College and another non-profit collaborator, Sports & Arts in Schools Foundation (SASF), the largest provider of extended learning opportunities in NY City and State. The model's Key Elements include: STEM project-based learning; SASF's High School Today College Tomorrow (HSTCT) curriculum, and arts-based activities supported as extracurricular activities.

Community building between and among teachers and students works well in those venues of school life that are less formal such as those that take place in afterschool activities. Twice a month, we will design experiences that will bring together all students and staff in the program with the goal of developing relationships more supportive of engagement and personalized learning.

In addition, we have our school counselor available to work with students during all Tuesday and Thursday sessions to attend to those issues beyond the expertise of the classroom teachers.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The extended day program follows a full inclusion model. SWDs are permitted to attend all extended day experiences irrespective of their disability or their classroom setting during the day. Arrangements have been made to permit SWDs with mobility issues to attend the same events as their non-disabled peers. Through the use of a special education coach,

modifications and accommodations are made in the classroom to meet the needs of diverse learners. In addition, SWDs who are eligible to take RCTs have the added opportunity to receive small group instruction with a special education teacher devoted to the RCT. ELLS in the program will benefit from the push-in services of the ESL teacher.

Because students ultimately self select from among the different options, they are attending to their own interests – of course guidance is provided to provide students with direction. Their unique learning needs are determined via the results of assessments, UDL principles and smaller and more personalized classroom settings.

D. Are the additional hours mandatory or voluntary?	<input checked="" type="checkbox"/>	Mandatory	<input type="checkbox"/>	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

N/A

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

All students who have failed a course are given the opportunity to meet proficiency via our Coursework Make-Up policy and procedures. In addition, every student who is off-track to graduate is programmed to an Extended Learning Time class to move them back to on-track status. For each student who has not been successful in a previous Regents exam, he/she is programmed to a Regents prep class.

G. Are you using an ELT provider procured using the MTAC process?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

The plan will be evaluated using such data as, student attendance, credit accrual, and Regents performance. (See above for specific targets.)

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	I Lit Program Achieve 3000 Targeted tutoring Regents preparation Extended Time Classes Credit Recovery Program	Classroom Small group Small group and one-to-one Classes, small group and one-to-one Classes Classes	During school day Extended Learning Program During and beyond the school day During/after school and the summer During/after school and the summer During/after school and the summer
Mathematics	Targeted tutoring Regents preparation Extended Time Classes Credit Recovery Program	Small group and one-to-one Classes, small group and one-to-one Classes Classes	Small group and one-to-one Classes, small group and one-to-one Classes Classes
Science	Targeted tutoring Regents preparation Extended Time Classes Credit Recovery Program	Small group and one-to-one Classes, small group and one-to-one Classes Classes	Small group and one-to-one Classes, small group and one-to-one Classes Classes
Social Studies	Targeted tutoring Regents preparation Extended Time Classes Credit Recovery Program	Small group and one-to-one Classes, small group and one-to-one Classes Classes	Small group and one-to-one Classes, small group and one-to-one Classes Classes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pupil Personnel Team (RTI) Student Mentoring (Attendance) Substance Abuse Support Attendance Outreach	Case Conferencing One-to-one Classroom and one-to-one One-to-one	During and after school During and after school During and after school During and after school

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

As a phase-out school we are subject to a number of restrictions that affect our ability to attract and retain high quality staff.

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

Professional Development at Jane Addams

Professional development opportunities will be planned by the school's Instructional Leadership Team. The team is comprised the principal, assistant principal, coaches, UFT representative and the ESL coordinator. They will:

- Organize a calendar for the use of all available professional learning time to "stage and phase" school plans that support the realization of the Citywide Instructional Expectations, school goals and individual teacher goals. Goals and plans for each week are created during regularly scheduled Instructional Leadership Team meetings.
- Create activities that cause teachers to reflect on the impact of the Team's CCLS work and assessment and inquiry cycle activities on student learning.
- Create activities that cause teachers to reflect on their practice in connection with the school's and department goals and how progress is measured towards these goals.
- Expose teachers to resources to support their understanding of the Danielson Framework for Teaching and Common Core Learning Standards (e.g., literature, collaborative learning opportunities, videos, etc.).
- Work with teachers to plan and facilitate differentiated professional learning opportunities that supports their ability to incorporate into their practice the instructional shifts associated with the Common Core Learning Standards are realized.
- Conduct calibration activities designed to develop a clear and shared understanding of effective teaching as defined by the Danielson Framework for Teaching.
- Facilitate 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 the Danielson Framework for Teaching to inform the creation and assignment of appropriately challenging tasks.
- Create a setting in which teacher can share instructional practices and the evidence of their efficacy.
- Represent the school (with other teachers) at Network professional development sessions with the expectation that the learning will be "turned around" at the school.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that

enable all students to meet Common Core State Standards (CCSS).

The school has developed a comprehensive Professional Development plan that supports the individual and collective needs of all staff. This plan is on file at the school and is referenced previously in this document.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

There are a number of venues established in the school that are used to review student data both at the sub-group and individual student level. These meeting settings include cohort evaluation, attendance, Advisory, Instructional Leadership Team and the School Implementation Team. Students are identified and referred to our Pupil Support Team when it is determined that the student is experiencing issues that are getting in the way of his/her learning. This treatment is in place for all students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

In accordance with the guidelines for the selection of MOSL targets, the school convened a committee, which made recommendations to the principal that were accepted. As such, all teachers “eligible” for Advance are accountable for schoolwide targets.

In accordance with our Assessment/Uniform Grading Policy, teachers work collaboratively to design, administer and analyze a series of common and subject area assessment. Strategies and activities enacted to support the effective use of assessments can be found in goal area 2.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children

who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 08	Borough Bronx	School Number 650
School Name Jane Addams High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Joel DiBartolomeo	Assistant Principal Guy Rouchon
Coach Michelle Madera	Coach type here
ESL Teacher Richard Painter	Guidance Counselor Jennifer Espailat
Teacher/Subject Area Kelvin Lopez	Parent type here
Teacher/Subject Area type here	Parent Coordinator Millie Reyes
Related Service Provider Claudia Hall	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	325	Total number of ELLs	32	ELLs as share of total student population (%)	9.85%
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Part II: 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained										2	3	2	2	9
Push-In										2	2	2	2	8
Total	0	0	0	0	0	0	0	0	0	4	5	4	4	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	13
SIFE	5	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	23

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 SWD. ①

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	2	2		5	1	2	25	2	2	32
Total	2	2	0	5	1	2	25	2	2	32

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	5	12	7	27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	0	0	0	0	0	0	0	0	3	5	13	7	28

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										1			2	3

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)											3	5	2	10
Advanced (A)											3	8	4	15
Total	0	0	0	0	0	0	0	0	0	1	6	13	8	28

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	10		0	
Integrated Algebra	22		0	
Geometry	3		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	6		2	
Living Environment	16		1	
Physics				
Global History and Geography	18	1	3	1
US History and Government	12	1		
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We assess the literacy skills of our ELL students using the same tools that we use for our general education students:
Achieve 3000 and NYC performance tests
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Reading and writing scores continue to be low. Our AMAO 1, which has always been high, and the AMAO 2, which has always been at or close to the NYC targets, went down in 2013. We attribute this to the changing of the test format in 2013.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Most of the students still classified as ELL are proficient in listening/speaking but continue to struggle with reading/writing. With the restructuring of the test in 2013, several students went down.
4. For each program, answer the following:
 - a. 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?The beginning students are passing Regents exams when taken in their native language, but not in English. The ELL Periodic Assessments have historically been used only in the ESL classroom, and not across the curriculum. For the 2013 administration, the ELL Periodic Assessment data was only used to drive instruction in the ESL classroom. Students who are at a low level of English proficiency have the opportunity to write assignments in native language and have access to bilingual dictionaries and translation services on line. Achieve 3000 is used for reading and is available in native language. All students have access to Regents examinations in native language
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
This does not apply.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All but three of our students are proficient or advanced in listening and speaking and have no difficulty understanding instruction and can complete assignments when given more time. For the three beginner students, who struggle to understand English, they are permitted to complete many assignments in their native language and we find staff or classmates who are able to translate. At this time we have no assessment instrument in place for using native language considerations in instructional decisions. All teachers across the curriculum use a lesson planning model which includes a content objective and a language objective.
7. 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?This does not apply.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
After reviewing AMAO 1-2-3, we changed much of the program to push-in to give a more personal approach to helping students succeed in the content area classes. As the school will only be serving one grade next year, it is possible the entire program will be push in across the curriculum. We use the yearly AMNO1-2-3 report to adjust the reading portion of the program based on those results. We also program ELLS who have not passed Regents exams are programmed into Regents prep classes with ELL teacher to push in as necessary.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
As a phase-out school, we do not accept new students. Therefore, the initial identification process does not apply.
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.
Before phase out status, we informed all parents of new students we offered only freestanding ESL and parents agreed in order to enroll here. Now we are not accepting new students. As we are accepting no new students, we do not need a plan to offer the choices to parents. No parent has come forth to request a change in the program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
After the results of the NYSESLAT are received each August, the ESL coordinator sends out termination of service or continuation of service/termination of service letter. It is signed by the principal and a copy is kept in the current year ESL compliance binder. The original survey of students accepted beyond three years ago are kept in the file with other school records.
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.
In the past, we offered all newly admitted students the options available from the city and informed them that we only offer ESL instruction. We told them that if that was not acceptable, we could refer them back to someone who would find the type of program they wanted. Currently, we only offer ESL instruction and we are not admitting new students. We are in year two of phase out.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The steps for administering the NYSESLAT were changed for the 2013 administration and we had a certified ESL teacher from a new school entering the building administer the speaking test. We had ELA teachers with the school grade the paragraph/essay portion of the test. We administered the test to 82% of the entitled students. The six students who missed the test were either excessively absent or LTA. We are currently reaching out to these students and their families to bring them back into school, find an alternative setting, or discharge them.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
This school has not had the choice for any model other than freestanding ESL for at least 10 years. Parents/Guardians are informed of continuation or termination of service and if they are to continue, it will be the ESL freestanding program only. No parent or guardian has objected to keeping their child in the free standing program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

This is the first year we are using a push in model along with the self contained ESL classes. As a phase out school, many students are behind in credit accumulation and therefore cannot received mandated minutes within the regular school day.

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)?

All intermediate students receive one 48 or 53 minute period per day. The 12 Advanced students are receiving more than the 180 required minutes of service. The 13 intermediate students are scheduled where they can receive three days of push-in in either ELA or Global History 3 days per week in order to meet the required 360 minutes. The three beginner students are scheduled for 505 minutes of self-contained ESL classes and receive two days of push in service in Global History or ELA. Four students who did not appear on the RLAT showed up on the BESIS information that arrived December 2nd and we are in the process of programming them now.

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 foster language development and meet the demands of the Common Core Learning Standards.

The content area classes are in English. All class curricula have been aligned with the CCCCR standards and the ESL Coordinator monitors classroom lessons and offers strategies to ensure ELL students understand instruction. In addition, students can bring assignments from their content area classes to work on in the ESL classroom with the assistance of the ESL teacher.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In the past, we have not evaluated students in their native language as we are not a bilingual program. The only students who receive evaluation in their native language are students who are enrolled in Spanish as a foreign language. Students have taken and passed Global History Regents exam in native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher offers lessons to address listening, speaking, reading and writing proficiency. We use the Pearson periodic assessments for ELLs twice during the year to use as predictors of success.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We use two literacy programs that are of benefit to the ELL students: Write To Learn and Achieve 3000. The first is a writing

program where students can go at their own pace to complete modules set up by the teacher. They have access to this if they have computers at home. The same approach is used for the second program which is focused on reading comprehension. Content area teachers have instructional materials with varying levels of proficiency. Graphic organizers are used regularly in all classes. Students who have tested out are insured extra time on Regents exams and are programmed into Regents preparation classes where the ELL teacher pushes in on request. We also insure that all test modifications are followed for SWD.

7. 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?

SWD have access to the same computer programs that the SIFE students use. In addition, they are using another reading improvement program called I-Lit. The modifications that are used in testing are applied to the classroom as well i.e. reading test questions and offering more time to complete assignments. As the school is getting smaller during phase-out, many of the SWD have two teachers in one classroom and have access to individual instruction.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All of our students are in at least one team teaching class with general education students. In addition, they are afforded the same opportunities to extensive extended day and Saturday classes.

Courses Taught in Languages Other than English

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

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

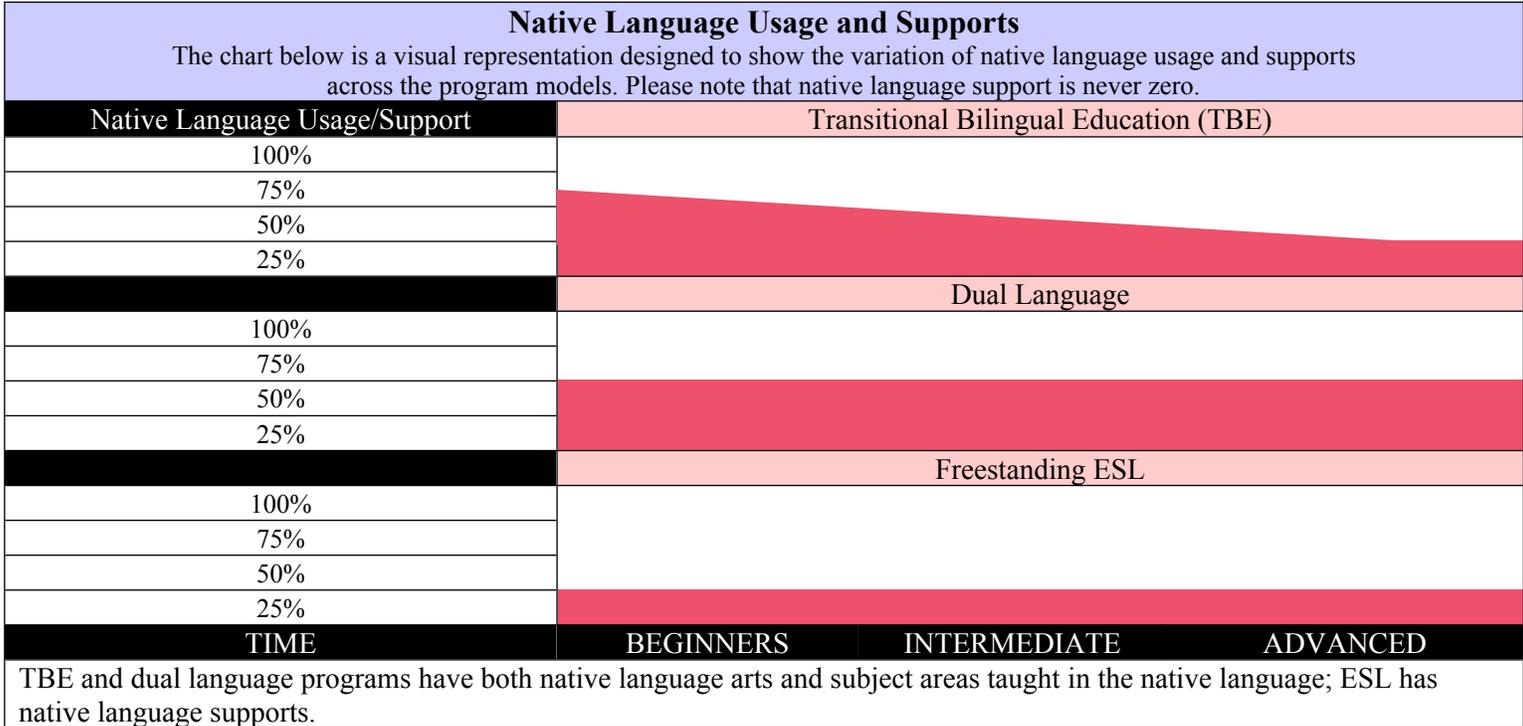
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

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

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

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



B. Programming and Scheduling Information--Continued

9. 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.
Although the school continues to shrink due to phase-out, we continue to offer counselling, after school and Saturday programs, and tutoring. The ELL students have open access to all of these services. We have a school-wide curriculum in place in all subject areas. They were created by school and city-wide baseline assessments. All curricula have modifications for ELLs and SWD.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
This is the first year of a push in program and we are unable to supply test data to prove results. The ELL students are accumulating credits.
11. What new programs or improvements will be considered for the upcoming school year?
We will broaden the push in program, offer after school and Saturday programs and tutoring.
12. What programs/services for ELLs will be discontinued and why?
No services will be discontinued. We are, in fact, expanding services to enable our entire student population to graduate by the time the school closes in June, 2015.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELL students who meet academic/GPA/attendance requirements may participate in any activity, club or sports team. ELL students are programmed as needed in every after school academic class and every Saturday class. The ELL teacher is in attendance to push-in to each class as requested by content area teachers. These are supplementary minutes, not counted in the mandated number of instructional hours.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Our ELL students have Achieve 3000, an extensive reading program, Write To Learn for writing and I Lit, which is a program designed to increase reading comprehension for students who are reading below grade level.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
All students are required to take a foreign language course before graduation. That course is Spanish, which is the native language of all but one of our students. For the one speaker of another language, the support limited. In listening and speaking, that one student is advanced/proficient so we communicate in English and she is progressing through the computer programs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Our school counselor is bilingual as is the Parent Coordinator. We have the services of a Speech/Language teacher, a school social worker and a school psychologist. In addition, we have a SPARK advisor. We also have a LYFE center for young mothers.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
We do not have newly enrolled ELL students
18. What language electives are offered to ELLs?
Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

This does not apply.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The school is structured so that all teachers meet in common planning time either during the first or the last instructional period of the day. The ESL coordinator is available during both periods and communicates with all teachers to insure that all services and resources correspond to the ELL proficiency and grade level. All content area teachers collaborate with the ESL Coordinator to implement differentiation and set language goals. As the school is phasing out and the teaching staff is 24, progress can be monitored on a daily basis. Over the past year, we have had at least 100 hours of training through Teacher's College and in-house personnel on the Danielson Framework and Common Core Learning Standards. A new school-wide curriculum was implemented this year and all lesson plans are written on templates with an area designed especially for how the lesson will be made accessible. The ESL Coordinator has been in attendance at almost all of these training sessions and gives at least 7.5 hours of ELL training to fulfill the Jose P mandate. The Professional Development days are every Monday from 3 p.m. to 5 p.m. The ELL teacher has available professional development from the Office of English Language Learners. We have two coaches on staff who give extensive training on Common Core Standards and advisors from Columbia Teacher's College come once a week to give Danielson/Common Core feedback to teachers.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 1. Our bilingual P.A. president regularly communicates with parents in English and Spanish. Our Phonemaster sends messages in English and Spanish.
 2. We have community service organizations on campus. These include Urban Health, which offers on site medical and mental health services and Sports in Arts, which offers assistance in college application as well as cultural and art events.
 3. We offer parent surveys in native language and evaluate the results of the learning survey to modify instruction and services if requested.
 4. We have a monthly P.A. meeting, with the agenda in consultation with the bilingual parent coordinator. We offer English classes once a week to students' parents/guardians.

E. Additional Information

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

Part VI: LAP Assurances

School Name: Jane Addams High School

School DBN: 08X650

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joel DiBartolmeo	Principal		12/5/13
Guy Rouchon	Assistant Principal		12/5/03
lie Reyes	Parent Coordinator		12/5/03
Richard Painter	ESL Teacher		12/5/03
	Parent		1/1/01
Kelvin Lopez/Math	Teacher/Subject Area		12/5/03
	Teacher/Subject Area		1/1/01
Michelle Madera	Coach		12/5/03
	Coach		1/1/01
Jennifer Espaillat	Guidance Counselor		12/5/03
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **Jane Addams High School**

Cluster: _____ Network:

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

Part A: Needs Assessment Findings

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

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.

English is not the predominate home language. The major findings from the data show that 27 out of 28 students' parents speak Spanish. One student speaks 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 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

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 first communication we send to the home is the Continuation of Services letter for ESL or the Termination of Service letter. The letter is sent in the students' native language which we obtain from the NYCDOE website. Any other communication that we must send to the home is Spanish is translated in house, as we have teachers, counselors and a Parent Coordinator whose first language is Spanish. For the one student whose native language is not Spanish, we advised the student to inform us if her parents need assistance in translation. To date we have had no requests for written translation services in any language other than Spanish.

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.

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. We have in-house translation services at all School Leadership Team meetings, all Parent Teacher Association meetings and all parent workshop meetings, as well as on-demand during the regular school day.

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>.

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