



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

|                            |                                |
|----------------------------|--------------------------------|
| <b>DBN: (i.e. 01M001):</b> | <b>08X650</b>                  |
| <b>School Name:</b>        | <b>JANE ADDAMS HIGH SCHOOL</b> |
| <b>Principal:</b>          | <b>JOEL T. DIBARTOLOMEO</b>    |

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Jane Addams High School School Number (DBN): 08X650  
School Level: Secondary Grades Served: 9 thru 12  
School Address: 900 Tinton Avenue  
Phone Number: 718-292-4513 Fax: 718-292-1947  
School Contact Person: Joel T DiBartolomeo Email Address: jdibartolomeo@schools.nyc.gov  
Principal: Joel T. DiBartolomeo  
UFT Chapter Leader: Patricia Capella  
Parents' Association President: Sandra Figueroa  
SLT Chairperson: Jay Langkamp and Michelle Madera  
Student Representative(s): Roberto Marrero and Zuhaylee Marroquin

**District Information**

District: 8 Superintendent: Ms. Carron Staple  
Superintendent's Office Address: 1 Fordham Plaza, Room 841, Bronx, NY, 10458  
Superintendent's Email Address: cstaple@schools.nyc.gov  
Phone Number: 718-741-3157 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 536 Network Leader: Gerard Beirne

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

| Name                                   | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|--|---|-------------------------|
| Joel T. DiBartolomeo                   | *Principal or Designee  |                         |
| Patricia Capella                       | *UFT Chapter Leader or Designee   |                         |
| Sandra Figueroa                        | *PA/PTA President or Designated Co-President  |                         |
|  | DC 37 Representative, if applicable   |                         |
| Roberto Marrerro<br>Zuhaylee Marroquin | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|  | CBO Representative, if applicable   |                         |
| Michelle Madera                        | UFT   |                         |
| Jay Langkamp                           | UFT   |                         |
|  | UFT   |                         |
|  | Member/   |                         |
| Corenthia Williams                     | Parent  |                         |
| Joann Lozada                           | Parent  |                         |
| Inez Callender                         | Parent  |                         |
|  | Member/   |                         |

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework |   |
|--|---|
| 1.   | <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| 2.   | <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.   |
| 3.   | <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                  |
| 4.   | <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                                 |
| 5.   | <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                            |
| 6.   | <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.         |

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
6. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
7. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
8. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
9. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our mission is predicated on our status as a closing school. Phasing-out brings with it certain realities. As such, we have accepted and embraced to be our primary focus, "... to prepare each member of the Jane Addams learning community for their next steps in their learning journey." More specifically, we are committed to ensuring that all students graduate by August 2015 or transition successfully to a school in "good standing" as part of the NCLB transfer process should they not graduate. In addition, it is our obligation to ensure that each adult transitioning from Jane Addams can do so well prepared to add value to the DOE in whatever capacity they might serve.

Sports & Arts in Schools Foundation (SASF) partners with Jane Addams High School to boost achievement for all students. SASF implemented its "High School Today College Tomorrow Program." Key components of the program include: creating 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.

Another partner with which we work is the Bronx CC Educational Talent Search program, which provides students with college and career readiness activities – including operating a College Access office two days a week.

This year, after staff approval via an SBO, we have launched a weekly Advisory for students. The curriculum supports academic advising and other topics that support student dispositions that support their learning. This initiative, as well as the respectful camaraderie among staff members, who are committed to helping students, clearly evident and genuinely heartwarming. The nurturing and caring relationships between the staff and students forestalls many of the kinds of disciplinary problems other high schools face.

Our professional development plan (see Jane Addams Professional Development Plan) lists a large number of opportunities for teachers to collaborate in a variety of configurations. The professional learning plan provides for a large variety of opportunities for teachers to continue to improve their practice and that builds the overall capacity of our staff to deliver effective lessons. We have recently completed our first round of observations and the instructional plans, teacher documents and student artifacts show good implementation at this time. During our Instructional Leadership Team meetings, we review the evidence we accrue in classrooms for a given week and plan our professional learning accordingly.

An assessment structure (see Jane Addams Assessment and Uniform Marking Guidelines) provides for assessment guidelines and a calendar for common, subject-area, predictive and end-of-unit assessments. At the conclusion of each marking period, teachers administer an end-of-unit assessment. Teachers use a protocol to arrive at an action to support students over the course of the next unit. Post unit assessment results are analyzed by each core subject area teacher. Findings are used to inform student interventions, student grouping and the subsequent unit of study.

Our Schoolwide literacy curriculum evolved from an analysis of our end of year data and provides for a number of sequenced literacy strategies that are adaptive and aligned to the needs of students. With a focus on ELA in all classrooms, students moved from 31% passing on the Regents to 67% passing last year.

The school has arrested the gradual decline in student performance indicators and is now trending up in a number of areas. The attached charts will illustrate that when comparing last year's third year students (2014) to their counterparts the year prior (2013), there was a 1.4% increase in the number of students earning 10+ credits, almost a 5% increase for the same data point when considering the school's lowest third population, the average completion rate

for remaining Regents increased by almost 2%, the weighted scores for ELA moved from 33.2% to 82.2%, for math from 44.3% to 56.8%, for global history from 55.2% to 60.2%, and for US History from 25.6% to 32.6%. The exception was the science weighted average Regents rate, which fell from 59.3% to 34.1%. The passing rate for algebra Regents moved from 24.2% to 38.8% with an increase in average score from 56% to 59.4%. The passing rate for ELA Regents moved from 30.9% to 66.7% with an increase in average score from 55.6% to 64.8%. The passing rate for US History Regents moved from 16.8% to 21.5% with an increase in average score from 46.8% to 49.3%. While the average score in the Living Environment Regents score moved from 54% to 55%, the passing rate on the same exam fell from 23.7% to 14%. For the Global History Regents exam the passing rate declined by .5% with the average score moving from 59% to 55%. And, for the Earth Science Regents exam the average score fell from 65.4% to 46.3% with the passing rate declining from 44.4% to 6.7%.

After years of decline in graduation rate at the school, we experienced for 2013-2014 an increase in the graduation rate from 39.7% to 40.6% with the number of Regents exams moving from 34.3% to 38.1%. For cohort Q (# = 90), provided all tier I and tier II students graduate by August, we will realize a graduation rate of 46% for 2014-2015. Except for 19 students across all cohorts, all students have individual graduation plans that will have them graduate by August – this assumes that they will be successful in passing both courses and Regents examinations.

The above cited data trends were analyzed and priorities inherent in the results were used to form our Instructional Focus for the year.

Challenges we face are largely attributable to the policies used to “Phase-Out” schools. Together these challenges conspire to create a set of conditions in which learning must take place that is “inequitable” to those in which other students are educated. Still we work to manage these challenges, which include:

- The need to continually rebuild a professional learning community when the make-up of staff is changing, and many of the most talented teachers are assigned elsewhere as the school's population precipitously declines;
- The necessity of strategically redistributing roles and responsibilities each year as reliable staff members leave. Additionally, the school is not permitted to hire in the same manner as non-phase out schools;
- A student body that is disproportionately behind in credit accumulation, has a history of poor attendance and has a greater percentage of students reading below grade level and with serious learning challenges as more accomplished students transfer elsewhere;
- The disengagement of students and parents when meaningful personal relationships are severed as teachers and other staff members upon whom they have relied move-on;
- The psychological impact of being a student in a phase-out school, and the decline in morale among students and staff who feel “left behind,” as classmates and colleagues depart.
- The stress of not knowing where one will be next year once the school's doors are permanently closed.

Our school plan contains a variety of goals, strategies and action steps that together we believe provide for a comprehensive school improvement plan. It should be noted that one result of our State review last May was that the school's leadership team was effective and much of the evidence cited was related to plans we have in place and the culture we have established. As such, we will continue to move forward in those areas in which we have met the most success. We were also rated, “Effective” in tenet statement 5, which is a tribute to how the staff supports staff on a daily basis.

In all other statement areas we were rated, “Developing.” Our goals and action plans (see below) address those areas reported to us as next steps in our improvement.

## 08X650 School Information Sheet Key

| School Configuration (2014-15)                                  |                 |   |   |
|---|-----------------|---|---|
| Grade Configuration   | 09,10,<br>11,12 | Total Enrollment                                | 153      SIG Recipient      YES                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                 |   |   |
| # Transitional Bilingual  | N/A             | # Dual Language                                 | N/A      # Self-Contained English as a Second Language      N/A |
| Types and Number of Special Education Classes (2014-15)         |                 |   |   |
| # Special Classes   | N/A             | # SETSS   | 1      # Integrated Collaborative Teaching      21              |
| Types and Number of Special Classes (2014-15)                   |                 |   |   |
| # Visual Arts   | 2               | # Music   | N/A      # Drama      2   |
| # Foreign Language  | 6               | # Dance   | N/A      # CTE      4   |
| School Composition (2013-14)                                    |                 |   |   |
| % Title I Population  | 79.8%           | % Attendance Rate                               | 72.2%   |
| % Free Lunch  | 81.8%           | % Reduced Lunch                                 | 1.9%  |
| % Limited English Proficient                                    | 10.7%           | % Students with Disabilities                    | 22.3%   |
| Racial/Ethnic Origin (2013-14)                                  |                 |   |   |
| % American Indian or Alaska Native                              | 0.6%            | % Black or African American                     | 36.1%   |
| % Hispanic or Latino  | 61.4%           | % Asian or Native Hawaiian/Pacific Islander     | 1.6%  |
| % White   | 0.3%            | % Multi-Racial                                  | N/A   |
| Personnel (2014-15)   |                 |   |   |
| Years Principal Assigned to School (2014-15)                    | 2.75            | # of Assistant Principals (2014-15)             | 2   |
| # of Deans (2014-15)  | N/A             | # of Counselors/Social Workers (2014-15)        | 2   |
| Personnel (2013-14)   |                 |   |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A             | % Teaching Out of Certification (2013-14)       | 6.4%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | N/A             | Average Teacher Absences (2013-14)              | 5.98  |
| Student Performance for Elementary and Middle Schools (2013-14) |                 |   |   |
| 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 (2012-13)                  |                 |   |   |
| ELA Performance at levels 3 & 4                                 | 32.8%           | Mathematics Performance at levels 3 & 4         | 25.1%   |
| Credit Accumulation High Schools Only (2013-14)                 |                 |   |   |
| % 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                   | 54.1%           | 4 Year Graduation Rate                          | 40.6%   |
| 6 Year Graduation Rate  | 51.5%           |   |   |
| Overall NYSED Accountability Status (2014-15)                   |                 |   |   |
| 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 (2012-13)             |                 |   |   |
| 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 (2012-13)     |                 |   |   |
| 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 (2012-13)         |                 |   |   |
| 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 (2012-13)             |                 |   |   |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES   |
| Hispanic or Latino  | NO              | 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                                      | NO              |   |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |   |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES   |
| Hispanic or Latino  | NO              | 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                                      | NO              |   |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                 |   |   |
| 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                      | NO  |
| Economically Disadvantaged                                      | NO              |   |   |

## 08X650 School Information Sheet Key

| School Configuration (2014-15)                                  |                 |   |   |
|---|-----------------|---|---|
| Grade Configuration   | 09,10,<br>11,12 | Total Enrollment                                | 153   |
|   |                 |   | SIG Recipient                                 |
|   |                 |   | YES   |
| Types and Number of English Language Learner Classes (2014-15)  |                 |   |   |
| # Transitional Bilingual  | N/A             | # Dual Language                                 | N/A   |
|   |                 |   | # Self-Contained English as a Second Language |
|   |                 |   | N/A   |
| Types and Number of Special Education Classes (2014-15)         |                 |   |   |
| # Special Classes   | N/A             | # SETSS   | 1   |
|   |                 |   | # Integrated Collaborative Teaching           |
|   |                 |   | 21  |
| Types and Number of Special Classes (2014-15)                   |                 |   |   |
| # Visual Arts   | 2               | # Music   | N/A   |
|   |                 |   | # Drama                                       |
|   |                 |   | 2   |
| # Foreign Language  | 6               | # Dance   | N/A   |
|   |                 |   | # CTE   |
|   |                 |   | 4   |
| School Composition (2013-14)                                    |                 |   |   |
| % Title I Population  | 79.8%           | % Attendance Rate                               | 72.2%   |
| % Free Lunch  | 81.8%           | % Reduced Lunch                                 | 1.9%  |
| % Limited English Proficient                                    | 10.7%           | % Students with Disabilities                    | 22.3%   |
| Racial/Ethnic Origin (2013-14)                                  |                 |   |   |
| % American Indian or Alaska Native                              | 0.6%            | % Black or African American                     | 36.1%   |
| % Hispanic or Latino  | 61.4%           | % Asian or Native Hawaiian/Pacific Islander     | 1.6%  |
| % White   | 0.3%            | % Multi-Racial                                  | N/A   |
| Personnel (2014-15)   |                 |   |   |
| Years Principal Assigned to School (2014-15)                    | 2.75            | # of Assistant Principals (2014-15)             | 2   |
| # of Deans (2014-15)  | N/A             | # of Counselors/Social Workers (2014-15)        | 2   |
| Personnel (2013-14)   |                 |   |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A             | % Teaching Out of Certification (2013-14)       | 6.4%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | N/A             | Average Teacher Absences (2013-14)              | 5.98  |
| Student Performance for Elementary and Middle Schools (2013-14) |                 |   |   |
| 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 (2012-13)                  |                 |   |   |
| ELA Performance at levels 3 & 4                                 | 32.8%           | Mathematics Performance at levels 3 & 4         | 25.1%   |
| Credit Accumulation High Schools Only (2013-14)                 |                 |   |   |
| % 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                   | 54.1%           | 4 Year Graduation Rate                          | 40.6%   |
| 6 Year Graduation Rate  | 51.5%           |   |   |
| Overall NYSED Accountability Status (2014-15)                   |                 |   |   |
| 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 (2012-13)             |                 |   |   |
| 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 (2012-13)     |                 |   |   |
| 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 (2012-13)         |                 |   |   |
| 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 (2012-13)             |                 |   |   |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES   |
| Hispanic or Latino  | NO              | 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                                      | NO              |   |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |   |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES   |
| Hispanic or Latino  | NO              | 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                                      | NO              |   |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                 |   |   |
| 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                      | NO  |
| Economically Disadvantaged                                      | NO              |   |   |

### 08X650 School Information Sheet Key

| School Configuration (2014-15)                                  |                 |   |   |
|---|-----------------|---|---|
| Grade Configuration   | 09,10,<br>11,12 | Total Enrollment                                | 153      SIG Recipient      YES                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                 |   |   |
| # Transitional Bilingual  | N/A             | # Dual Language                                 | N/A      # Self-Contained English as a Second Language      N/A |
| Types and Number of Special Education Classes (2014-15)         |                 |   |   |
| # Special Classes   | N/A             | # SETSS   | 1      # Integrated Collaborative Teaching      21              |
| Types and Number of Special Classes (2014-15)                   |                 |   |   |
| # Visual Arts   | 2               | # Music   | N/A      # Drama      2   |
| # Foreign Language  | 6               | # Dance   | N/A      # CTE      4   |
| School Composition (2013-14)                                    |                 |   |   |
| % Title I Population  | 79.8%           | % Attendance Rate                               | 72.2%   |
| % Free Lunch  | 81.8%           | % Reduced Lunch                                 | 1.9%  |
| % Limited English Proficient                                    | 10.7%           | % Students with Disabilities                    | 22.3%   |
| Racial/Ethnic Origin (2013-14)                                  |                 |   |   |
| % American Indian or Alaska Native                              | 0.6%            | % Black or African American                     | 36.1%   |
| % Hispanic or Latino  | 61.4%           | % Asian or Native Hawaiian/Pacific Islander     | 1.6%  |
| % White   | 0.3%            | % Multi-Racial                                  | N/A   |
| Personnel (2014-15)   |                 |   |   |
| Years Principal Assigned to School (2014-15)                    | 2.75            | # of Assistant Principals (2014-15)             | 2   |
| # of Deans (2014-15)  | N/A             | # of Counselors/Social Workers (2014-15)        | 2   |
| Personnel (2013-14)   |                 |   |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A             | % Teaching Out of Certification (2013-14)       | 6.4%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | N/A             | Average Teacher Absences (2013-14)              | 5.98  |
| Student Performance for Elementary and Middle Schools (2013-14) |                 |   |   |
| 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 (2012-13)                  |                 |   |   |
| ELA Performance at levels 3 & 4                                 | 32.8%           | Mathematics Performance at levels 3 & 4         | 25.1%   |
| Credit Accumulation High Schools Only (2013-14)                 |                 |   |   |
| % 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                   | 54.1%           | 4 Year Graduation Rate                          | 40.6%   |
| 6 Year Graduation Rate  | 51.5%           |   |   |
| Overall NYSED Accountability Status (2014-15)                   |                 |   |   |
| 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 (2012-13)             |                 |   |   |
| 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 (2012-13)     |                 |   |   |
| 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 (2012-13)         |                 |   |   |
| 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 (2012-13)             |                 |   |   |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES   |
| Hispanic or Latino  | NO              | 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                                      | NO              |   |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |   |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES   |
| Hispanic or Latino  | NO              | 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                                      | NO              |   |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                 |   |   |
| 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                      | NO  |
| Economically Disadvantaged                                      | NO              |   |   |

## 08X650 School Information Sheet Key

| School Configuration (2014-15)                                  |                 |   |   |
|---|-----------------|---|---|
| Grade Configuration   | 09,10,<br>11,12 | Total Enrollment                                | 153   |
|   |                 |   | SIG Recipient                                 |
|   |                 |   | YES   |
| Types and Number of English Language Learner Classes (2014-15)  |                 |   |   |
| # Transitional Bilingual  | N/A             | # Dual Language                                 | N/A   |
|   |                 |   | # Self-Contained English as a Second Language |
|   |                 |   | N/A   |
| Types and Number of Special Education Classes (2014-15)         |                 |   |   |
| # Special Classes   | N/A             | # SETSS   | 1   |
|   |                 |   | # Integrated Collaborative Teaching           |
|   |                 |   | 21  |
| Types and Number of Special Classes (2014-15)                   |                 |   |   |
| # Visual Arts   | 2               | # Music   | N/A   |
|   |                 |   | # Drama                                       |
|   |                 |   | 2   |
| # Foreign Language  | 6               | # Dance   | N/A   |
|   |                 |   | # CTE   |
|   |                 |   | 4   |
| School Composition (2013-14)                                    |                 |   |   |
| % Title I Population  | 79.8%           | % Attendance Rate                               | 72.2%   |
| % Free Lunch  | 81.8%           | % Reduced Lunch                                 | 1.9%  |
| % Limited English Proficient                                    | 10.7%           | % Students with Disabilities                    | 22.3%   |
| Racial/Ethnic Origin (2013-14)                                  |                 |   |   |
| % American Indian or Alaska Native                              | 0.6%            | % Black or African American                     | 36.1%   |
| % Hispanic or Latino  | 61.4%           | % Asian or Native Hawaiian/Pacific Islander     | 1.6%  |
| % White   | 0.3%            | % Multi-Racial                                  | N/A   |
| Personnel (2014-15)   |                 |   |   |
| Years Principal Assigned to School (2014-15)                    | 2.75            | # of Assistant Principals (2014-15)             | 2   |
| # of Deans (2014-15)  | N/A             | # of Counselors/Social Workers (2014-15)        | 2   |
| Personnel (2013-14)   |                 |   |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A             | % Teaching Out of Certification (2013-14)       | 6.4%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | N/A             | Average Teacher Absences (2013-14)              | 5.98  |
| Student Performance for Elementary and Middle Schools (2013-14) |                 |   |   |
| 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 (2012-13)                  |                 |   |   |
| ELA Performance at levels 3 & 4                                 | 32.8%           | Mathematics Performance at levels 3 & 4         | 25.1%   |
| Credit Accumulation High Schools Only (2013-14)                 |                 |   |   |
| % 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                   | 54.1%           | 4 Year Graduation Rate                          | 40.6%   |
| 6 Year Graduation Rate  | 51.5%           |   |   |
| Overall NYSED Accountability Status (2014-15)                   |                 |   |   |
| 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 (2012-13)             |                 |   |   |
| 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 (2012-13)     |                 |   |   |
| 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 (2012-13)         |                 |   |   |
| 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 (2012-13)             |                 |   |   |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES   |
| Hispanic or Latino  | NO              | 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                                      | NO              |   |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |   |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES   |
| Hispanic or Latino  | NO              | 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                                      | NO              |   |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                 |   |   |
| 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                      | NO  |
| Economically Disadvantaged                                      | NO              |   |   |

### 08X650 School Information Sheet Key

| School Configuration (2014-15)                                  |                 |   |   |
|---|-----------------|---|---|
| Grade Configuration   | 09,10,<br>11,12 | Total Enrollment                                | 153      SIG Recipient      YES                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                 |   |   |
| # Transitional Bilingual  | N/A             | # Dual Language                                 | N/A      # Self-Contained English as a Second Language      N/A |
| Types and Number of Special Education Classes (2014-15)         |                 |   |   |
| # Special Classes   | N/A             | # SETSS   | 1      # Integrated Collaborative Teaching      21              |
| Types and Number of Special Classes (2014-15)                   |                 |   |   |
| # Visual Arts   | 2               | # Music   | N/A      # Drama      2   |
| # Foreign Language  | 6               | # Dance   | N/A      # CTE      4   |
| School Composition (2013-14)                                    |                 |   |   |
| % Title I Population  | 79.8%           | % Attendance Rate                               | 72.2%   |
| % Free Lunch  | 81.8%           | % Reduced Lunch                                 | 1.9%  |
| % Limited English Proficient                                    | 10.7%           | % Students with Disabilities                    | 22.3%   |
| Racial/Ethnic Origin (2013-14)                                  |                 |   |   |
| % American Indian or Alaska Native                              | 0.6%            | % Black or African American                     | 36.1%   |
| % Hispanic or Latino  | 61.4%           | % Asian or Native Hawaiian/Pacific Islander     | 1.6%  |
| % White   | 0.3%            | % Multi-Racial                                  | N/A   |
| Personnel (2014-15)   |                 |   |   |
| Years Principal Assigned to School (2014-15)                    | 2.75            | # of Assistant Principals (2014-15)             | 2   |
| # of Deans (2014-15)  | N/A             | # of Counselors/Social Workers (2014-15)        | 2   |
| Personnel (2013-14)   |                 |   |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A             | % Teaching Out of Certification (2013-14)       | 6.4%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | N/A             | Average Teacher Absences (2013-14)              | 5.98  |
| Student Performance for Elementary and Middle Schools (2013-14) |                 |   |   |
| 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 (2012-13)                  |                 |   |   |
| ELA Performance at levels 3 & 4                                 | 32.8%           | Mathematics Performance at levels 3 & 4         | 25.1%   |
| Credit Accumulation High Schools Only (2013-14)                 |                 |   |   |
| % 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                   | 54.1%           | 4 Year Graduation Rate                          | 40.6%   |
| 6 Year Graduation Rate  | 51.5%           |   |   |
| Overall NYSED Accountability Status (2014-15)                   |                 |   |   |
| 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 (2012-13)             |                 |   |   |
| 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 (2012-13)     |                 |   |   |
| 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 (2012-13)         |                 |   |   |
| 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 (2012-13)             |                 |   |   |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES   |
| Hispanic or Latino  | NO              | 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                                      | NO              |   |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |   |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES   |
| Hispanic or Latino  | NO              | 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                                      | NO              |   |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                 |   |   |
| 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                      | NO  |
| Economically Disadvantaged                                      | NO              |   |   |

### 08X650 School Information Sheet Key

| School Configuration (2014-15)                                  |                 |   |   |
|---|-----------------|---|---|
| Grade Configuration   | 09,10,<br>11,12 | Total Enrollment                                | 153      SIG Recipient      YES                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                 |   |   |
| # Transitional Bilingual  | N/A             | # Dual Language                                 | N/A      # Self-Contained English as a Second Language      N/A |
| Types and Number of Special Education Classes (2014-15)         |                 |   |   |
| # Special Classes   | N/A             | # SETSS   | 1      # Integrated Collaborative Teaching      21              |
| Types and Number of Special Classes (2014-15)                   |                 |   |   |
| # Visual Arts   | 2               | # Music   | N/A      # Drama      2   |
| # Foreign Language  | 6               | # Dance   | N/A      # CTE      4   |
| School Composition (2013-14)                                    |                 |   |   |
| % Title I Population  | 79.8%           | % Attendance Rate                               | 72.2%   |
| % Free Lunch  | 81.8%           | % Reduced Lunch                                 | 1.9%  |
| % Limited English Proficient                                    | 10.7%           | % Students with Disabilities                    | 22.3%   |
| Racial/Ethnic Origin (2013-14)                                  |                 |   |   |
| % American Indian or Alaska Native                              | 0.6%            | % Black or African American                     | 36.1%   |
| % Hispanic or Latino  | 61.4%           | % Asian or Native Hawaiian/Pacific Islander     | 1.6%  |
| % White   | 0.3%            | % Multi-Racial                                  | N/A   |
| Personnel (2014-15)   |                 |   |   |
| Years Principal Assigned to School (2014-15)                    | 2.75            | # of Assistant Principals (2014-15)             | 2   |
| # of Deans (2014-15)  | N/A             | # of Counselors/Social Workers (2014-15)        | 2   |
| Personnel (2013-14)   |                 |   |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A             | % Teaching Out of Certification (2013-14)       | 6.4%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | N/A             | Average Teacher Absences (2013-14)              | 5.98  |
| Student Performance for Elementary and Middle Schools (2013-14) |                 |   |   |
| 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 (2012-13)                  |                 |   |   |
| ELA Performance at levels 3 & 4                                 | 32.8%           | Mathematics Performance at levels 3 & 4         | 25.1%   |
| Credit Accumulation High Schools Only (2013-14)                 |                 |   |   |
| % 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                   | 54.1%           | 4 Year Graduation Rate                          | 40.6%   |
| 6 Year Graduation Rate  | 51.5%           |   |   |
| Overall NYSED Accountability Status (2014-15)                   |                 |   |   |
| 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 (2012-13)             |                 |   |   |
| 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 (2012-13)     |                 |   |   |
| 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 (2012-13)         |                 |   |   |
| 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 (2012-13)             |                 |   |   |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES   |
| Hispanic or Latino  | NO              | 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                                      | NO              |   |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |   |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES   |
| Hispanic or Latino  | NO              | 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                                      | NO              |   |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                 |   |   |
| 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                      | NO  |
| Economically Disadvantaged                                      | NO              |   |   |

## 08X650 School Information Sheet Key

| School Configuration (2014-15)                                  |                 |   |   |
|---|-----------------|---|---|
| Grade Configuration   | 09,10,<br>11,12 | Total Enrollment                                | 153      SIG Recipient      YES                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                 |   |   |
| # Transitional Bilingual  | N/A             | # Dual Language                                 | N/A      # Self-Contained English as a Second Language      N/A |
| Types and Number of Special Education Classes (2014-15)         |                 |   |   |
| # Special Classes   | N/A             | # SETSS   | 1      # Integrated Collaborative Teaching      21              |
| Types and Number of Special Classes (2014-15)                   |                 |   |   |
| # Visual Arts   | 2               | # Music   | N/A      # Drama      2   |
| # Foreign Language  | 6               | # Dance   | N/A      # CTE      4   |
| School Composition (2013-14)                                    |                 |   |   |
| % Title I Population  | 79.8%           | % Attendance Rate                               | 72.2%   |
| % Free Lunch  | 81.8%           | % Reduced Lunch                                 | 1.9%  |
| % Limited English Proficient                                    | 10.7%           | % Students with Disabilities                    | 22.3%   |
| Racial/Ethnic Origin (2013-14)                                  |                 |   |   |
| % American Indian or Alaska Native                              | 0.6%            | % Black or African American                     | 36.1%   |
| % Hispanic or Latino  | 61.4%           | % Asian or Native Hawaiian/Pacific Islander     | 1.6%  |
| % White   | 0.3%            | % Multi-Racial                                  | N/A   |
| Personnel (2014-15)   |                 |   |   |
| Years Principal Assigned to School (2014-15)                    | 2.75            | # of Assistant Principals (2014-15)             | 2   |
| # of Deans (2014-15)  | N/A             | # of Counselors/Social Workers (2014-15)        | 2   |
| Personnel (2013-14)   |                 |   |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A             | % Teaching Out of Certification (2013-14)       | 6.4%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | N/A             | Average Teacher Absences (2013-14)              | 5.98  |
| Student Performance for Elementary and Middle Schools (2013-14) |                 |   |   |
| 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 (2012-13)                  |                 |   |   |
| ELA Performance at levels 3 & 4                                 | 32.8%           | Mathematics Performance at levels 3 & 4         | 25.1%   |
| Credit Accumulation High Schools Only (2013-14)                 |                 |   |   |
| % 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                   | 54.1%           | 4 Year Graduation Rate                          | 40.6%   |
| 6 Year Graduation Rate  | 51.5%           |   |   |
| Overall NYSED Accountability Status (2014-15)                   |                 |   |   |
| 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 (2012-13)             |                 |   |   |
| 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 (2012-13)     |                 |   |   |
| 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 (2012-13)         |                 |   |   |
| 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 (2012-13)             |                 |   |   |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES   |
| Hispanic or Latino  | NO              | 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                                      | NO              |   |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |   |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES   |
| Hispanic or Latino  | NO              | 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                                      | NO              |   |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                 |   |   |
| 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                      | NO  |
| Economically Disadvantaged                                      | NO              |   |   |

### 08X650 School Information Sheet Key

| School Configuration (2014-15)                                  |             |   |     |   |
|---|-------------|---|-----|---|
| Grade Configuration   | 09,10,11,12 | Total Enrollment                                | 153 | SIG Recipient                                 |
|   |             |   |     | YES   |
| Types and Number of English Language Learner Classes (2014-15)  |             |   |     |   |
| # Transitional Bilingual  | N/A         | # Dual Language                                 | N/A | # Self-Contained English as a Second Language |
|   |             |   |     | N/A   |
| Types and Number of Special Education Classes (2014-15)         |             |   |     |   |
| # Special Classes   | N/A         | # SETSS   | 1   | # Integrated Collaborative Teaching           |
|   |             |   |     | 21  |
| Types and Number of Special Classes (2014-15)                   |             |   |     |   |
| # Visual Arts   | 2           | # Music   | N/A | # Drama                                       |
|   |             |   |     | 2   |
| # Foreign Language  | 6           | # Dance   | N/A | # CTE   |
|   |             |   |     | 4   |
| School Composition (2013-14)                                    |             |   |     |   |
| % Title I Population  | 79.8%       | % Attendance Rate                               |     | 72.2%   |
| % Free Lunch  | 81.8%       | % Reduced Lunch                                 |     | 1.9%  |
| % Limited English Proficient                                    | 10.7%       | % Students with Disabilities                    |     | 22.3%   |
| Racial/Ethnic Origin (2013-14)                                  |             |   |     |   |
| % American Indian or Alaska Native                              | 0.6%        | % Black or African American                     |     | 36.1%   |
| % Hispanic or Latino  | 61.4%       | % Asian or Native Hawaiian/Pacific Islander     |     | 1.6%  |
| % White   | 0.3%        | % Multi-Racial                                  |     | N/A   |
| Personnel (2014-15)   |             |   |     |   |
| Years Principal Assigned to School (2014-15)                    | 2.75        | # of Assistant Principals (2014-15)             |     | 2   |
| # of Deans (2014-15)  | N/A         | # of Counselors/Social Workers (2014-15)        |     | 2   |
| Personnel (2013-14)   |             |   |     |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A         | % Teaching Out of Certification (2013-14)       |     | 6.4%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | N/A         | Average Teacher Absences (2013-14)              |     | 5.98  |
| Student Performance for Elementary and Middle Schools (2013-14) |             |   |     |   |
| 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 (2012-13)                  |             |   |     |   |
| ELA Performance at levels 3 & 4                                 | 32.8%       | Mathematics Performance at levels 3 & 4         |     | 25.1%   |
| Credit Accumulation High Schools Only (2013-14)                 |             |   |     |   |
| % 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                   | 54.1%       | 4 Year Graduation Rate                          |     | 40.6%   |
| 6 Year Graduation Rate  | 51.5%       |   |     |   |
| Overall NYSED Accountability Status (2014-15)                   |             |   |     |   |
| 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 (2012-13)             |             |   |     |   |
| 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 (2012-13)     |             |   |     |   |
| 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 (2012-13)         |             |   |     |   |
| 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 (2012-13)             |             |   |     |   |
| American Indian or Alaska Native                                | N/A         | Black or African American                       |     | YES   |
| Hispanic or Latino  | NO          | 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                                      | NO          |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |             |   |     |   |
| American Indian or Alaska Native                                | N/A         | Black or African American                       |     | YES   |
| Hispanic or Latino  | NO          | 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                                      | NO          |   |     |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |             |   |     |   |
| 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                      |     | NO  |
| Economically Disadvantaged                                      | NO          |   |     |   |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 3 Statement of Practice (SOP) Addressed |   | HEDI Rating |
|---|---|-------------|
| 3.2   | The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.  | D           |
| 3.3   | Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. | D           |
| 3.4   | The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.         | I           |
| 3.5   | The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.                     | D           |

**Part 1b. Needs/Areas for Improvement:**  
 Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.  
 Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our key strategy in this tenet area is to support teacher participation in professional development that supports the planning and teaching of lessons that utilize targeted teaching strategies, which are aligned with the school’s instructional focus and the school’s core beliefs about student learning.

While we offer a number of Regents prep courses, all teachers integrate the school’s CCLS aligned instructional focus with the curriculum for which they are responsible to teach.

One result of our end of year needs assessment was the creation of our instructional focus for this year, which 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. In all classrooms, teachers utilize a language objective and in most cases this objective represents a process commensurate with an instructional shift. This curriculum begins with vocabulary and ends with evaluative arguments a progression that represents the ladder of complexity. Each subject area unit of study follows this same format.

Curriculum units are created by staff working with coaches. Each unit has the following features: CCLS Standards (where applicable); CCLS aligned shifts; pacing guides; formative and summative assessments; features of our schoolwide

curriculum (see above); questioning and discussion strategies (e.g., Socratic dialogue); student questionnaire that measures student previous knowledge, confidence and other dispositions; and, a College and Career Readiness survey. All CTE courses are expected to incorporate instructional shifts associated with the schoolwide curriculum as the process by which students acquire the content and skills needed to meet the different State requirements for the business and cosmetology industry.

Teachers use weekly and daily planning time to customize these units for the diversity (i.e., special education, ELL, etc.) of student characteristics found in a particular class. The different Jane Addams instructional planning templates, guidelines and samples address explicitly special education, English Language Learner and general education students, questioning and discussion and rigorous activities, etc. Teacher support to refine curriculum and instructional planning is offered through a variety of venues (see professional development plan).

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

For the 2014-2015 school year, all teachers will integrate the school’s CCLS aligned instructional focus with the curriculum for which they are responsible to teach as evidenced by a final rating (6<sup>th</sup> observation) of “effective” in Danielson competency areas 1a and 1e. Seventy percent (70%) of all teachers will receive an “effective” rating (6<sup>th</sup> observation) in Danielson competency area 3c.

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:<br>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>3. Strategies to increase parent involvement and engagement<br>4. Activities that address the Capacity Framework element of Trust | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| We will use daily common planning time and weekly professional development meetings to support the development of language objectives within the context of CCLS aligned curriculum and instruction.  | All Students   | Sept – June   | Instructional Leadership Team  |
| We will utilize school-created planning templates to guide the creation of effective unit and daily lessons that use data to:<br><br><ul style="list-style-type: none"> <li>• address the needs and instructional modifications of all students -- particularly SWDs and ELLS</li> <li>• design purposeful scaffolds, interventions and groups</li> <li>• ensure that unit and lesson plans include multiple access points for all students to content and tasks</li> <li>• ensure that lessons include higher-order questions, and ensure high levels of student engagement.</li> </ul>  | All Students<br>SWDs<br>ELLs                           | Sept - June   | Coaches  |
| The school will develop two interdisciplinary units as well as arts related courses (e.g., theater, writing, make-up, etc) to provide a balanced curriculum.  | All Students   | Nov & March   | Administration<br>Data Specialist<br>Programmer<br>Coaches<br>Team Members                               |

|  |      |           |                               |
|--|------|-----------|-------------------------------|
| We will conduct inquiry using common assessments and other student products to progress monitor a target population of students who represent our sub-group or students with disabilities. | SWDs | Oct – May | Instructional Leadership Team |
|--|------|-----------|-------------------------------|

**Part 4 – Resources Needed**

|   |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| This goal is resourced primarily by common planning time, teacher capacity, per session and close monitoring.                           |

**Part 5 – Budget and Resource Alignment**

|  |          |   |               |  |                 |  |           |  |           |   |               |  |        |
|--|----------|---|---------------|--|-----------------|--|-----------|--|-----------|---|---------------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |          |   |               |  |                 |  |           |  |           |   |               |  |        |
| X  | Tax Levy | X | Title I Basic |  | Title I 1003(a) |  | Title IIA |  | Title III | X | P/F Set-aside |  | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |          |   |               |  |                 |  |           |  |           |   |               |  |        |
| SIG grant  |          |   |               |  |                 |  |           |  |           |   |               |  |        |

**Part 6 – Progress Monitoring**

|  |   |     |  |    |
|--|---|-----|--|----|
| <p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>  |   |     |  |    |
| <p>Our mid-year benchmark for this goal is: Eighty percent (80%) of all teachers will receive “effective” ratings (3<sup>rd</sup> observation) in Danielson competency areas 1a and 1e. Fifty percent (50%) of all teachers will receive an “effective” rating (3<sup>rd</sup> observation) in Danielson competency area 3c.</p> <p>Formal/ informal classroom visits and weekly classroom rounds will be used to measure the impact of professional learning by evaluating the quality of the language objectives and the effectiveness with which they are taught.</p> <p>All teachers will be subject to observation six times over the course of the year or once per marking period. Feedback to teachers will include reference to how lessons utilized data to provide for:</p> <ul style="list-style-type: none"> <li>the needs and instructional modifications of all students -- particularly SWDs and ELLS</li> <li>scaffolds, interventions and student grouping</li> <li>multiple access points for all students to content and tasks</li> <li>higher-order questions, and,</li> <li>high levels of student engagement.</li> </ul> <p>An assessment of both curricula and course content will be performed twice a year (i.e., October and February).</p> <p>Our Inquiry work will utilize common assessments to measure the impact of the school’s instructional focus on our target population (SWDs). We expect that 80 % of all target population students will move up one level on at least three of the four facets evaluated with the rubric used to score.</p> |   |     |  |    |
| <b>Part 6b.</b> Complete in <b>February 2015.</b>  |   |     |  |    |
| <ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>   | X | Yes |  | No |
| <ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>   |   |     |  |    |
|  |   |     |  |    |



**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| <b>Tenet 5 Statement of Practice (SOP) Addressed</b> |  | <b>HEDI Rating</b> |
|--|--|--------------------|
| 5.2  | The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.  | E                  |
| 5.3  | The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students. | D                  |
| 5.4  | All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.  | E                  |
| 5.5  | The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.           | E                  |

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our key strategy in this tenet area is to student engagement for all students, who will have access to advisors, enrichment activities, academic interventions, special education services in the least restrictive environment appropriate, and language support in all classrooms for all learners.

Each of our initiatives noted in our key strategy in this area (advisory, enrichment, designing purposeful interventions, ICT classrooms and ESL support) have been implemented as planned. A major concern for the school has been in the area of attendance. Our theory of action in this area is that via a more enhanced student support system, students would find a greater affiliation with school and attend more regularly. While we are certain that without these initiatives, student attendance would be lower – particularly for cohort Q students, for whom these strategies are having a positive effect.

We personalize the school environment in number of ways to ensure that each student is well known by at least one adult. We do this through the establishment of a number of venues to which staff and students are assigned.

Each marking period (6) we conduct an Advisory program with a teacher-student ratio of 10 to 1. Teachers exercise a protocol that results in a 1 on 1 meeting with each student during which the student’s academic progress, attendance, and available support is reviewed. Teachers have had training in the referral process and on occasion these meetings result in students being referred to the Pupil Services Team.

We have on site a College and Career Office that is staffed by the Bronx Community College Educational Talent Search program and a former counselor who is now a paid consultant. They share a caseload with another on-site organization

with a staff of 3 people, the Sports and the Arts Foundation. Together, they meet with individual students to ensure that they are moving successfully through the college admission process. A database is maintained so that we can identify student status with respect to each step in the college readiness process (e.g., SATs, college visits, college essays, etc.). This team meets weekly with the principal to discuss a number of standing items as well as those that emerge over the course of the school year.

We review course grades, attendance data and Regents results (when available) for each student after each marking period. Parents and students receive information regarding progress and how they might access additional supports if needed.

The attendance team meets weekly to review attendance. Information is shared and students are prioritized for a variety of interventions. Attendance information is also shared with teachers appropriately.

The School Implementation Team meets weekly to coordinate the different support services we offer students.

Individual Education Program meetings occur per a calendar established by the IEP teacher and her colleagues.

After each marking period, we review each cohort in the school. The result is the creation of an updated Individual Graduation Plan for all 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> year students as well as any program modifications for students who need them.

A component to our school improvement plan is the implementation of an expanded ICT program. ICT 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. Individual students and their needs are reviewed and this data is considered when making instructional decisions.

Once a marking period, teachers complete and send to families a mid-marking period update of progress.

Each day, phone calls are made to the homes of students who are absent. In addition, home visits occur for students who have missed school for long periods of time.

On site we have the Urban Health Center, which meets students and provides for routine health issues including dental work. On their team is a social worker, to whom we have referred students.

Students engage in assembly programs and several retreats during the year during which they receive information and support related to graduation requirements and post-secondary opportunities.

On site we have two full-time counselors, a SAPIS worker, three social workers, a Student Services Coordinator and a Pupil Personnel Services Coordinator and a health clinic (Urban Health Center). Each has provided staff with workshops and/or information (e.g., suicide ideation, child abuse, crisis management, health care, etc.) to enable to recognize students in need of services/support and how they might connect students to the different providers we have available.

Teachers receive professional development in how to implement the Advisory program. The program, begun this year, is monitored and revised after each meeting.

We also survey students (in addition to the LES) to gather student engagement information so that we can better understand their attitudes regarding attendance and their classes.

All students are subject to the Student Code of Conduct established by the DOE. At the beginning of the year, and periodically throughout the year, students receive information related to school incentives for good conduct and become familiar with the importance of making good decisions so that infractions do not occur. The school has a system for recognizing scholarship, attendance and behavior with its student eligibility policy. The Jane Addams handbook, which is reinforced with several school climate reminders at critical times during the year, provides for a clear

progression of interventions for all levels of offenses. In addition, the school rehearses regularly protocols that govern procedures to be enacted in the case of an emergency.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

For school year 2014-2015, we will increase our yearly student attendance rate for all students from 71.9% to 74%. For cohort Q students, we will increase the attendance rate by 2% over last year.

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul> | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| We will expand our after school opportunities with additional co-curricular activities (e.g., Yearbook Club, Chess Club, etc.) and Expanded Learning Time offerings.   | Cohort Q<br><br>Off Track Students                     | Sept - June   | Administration<br>Teachers   |
| Develop an RTI plan that ties interventions to student needs and ensures the implementation of appropriate interventions for all students. At the classroom level, the RTI plan will be comprised of, but not limited to: formal coursework make-up opportunities, Attendance outreach by Advisors and the design of purposeful interventions for SWDs and ELLS in all ICT classrooms. Interventions outside of the regular program will include, but not be limited to: Regents prep classes, attendance outreach, literacy recovery courses and targeted tutoring.   | All at-risk students                                   | Sept - June   | Administration<br>School Implementation Team   |
| We will implement a weekly 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.  | All Students   | Sept – June   | Principal<br>Counselor<br>Teachers   |
| We will identify individual and groups of students (e.g., 5 <sup>th</sup> and 6 <sup>th</sup> year seniors, students needing routine counseling, students late to school, etc.) and provide them with programmatic, group and individual support.  | Overage & Under-Credited Students                      | Mid-year reorganization                                   | Administration<br>Student Services Coordinator   |

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

This goal is resourced primarily by common planning time, teacher capacity, counselors, per session and close monitoring.

**Part 5 – Budget and Resource Alignment**

|  |          |   |               |  |                 |  |           |   |           |   |               |  |        |
|--|----------|---|---------------|--|-----------------|--|-----------|---|-----------|---|---------------|--|--------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. |          |   |               |  |                 |  |           |   |           |   |               |  |        |
| X  | Tax Levy | X | Title I Basic |  | Title I 1003(a) |  | Title IIA | X | Title III | X | P/F Set-aside |  | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |          |   |               |  |                 |  |           |   |           |   |               |  |        |
| SIG  |          |   |               |  |                 |  |           |   |           |   |               |  |        |

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Our mid-year benchmark for this goal is: By February 2015, we will increase our attendance to 73%. For cohort Q our attendance rate will be 80%.

We will use two surveys to monitor student attitudes in this area. Students will have an opportunity to select enrichment activities that match their needs, interests and preferences.

Classroom interventions will be reviewed as a component to the supervisory process. Out-of-class interventions will be monitored and adjusted by the School Implementation Team.

The administration will provide staff with weekly plans for Advisory. The administration will monitor all Advisory processes and artifacts, which teachers are to maintain in an Advisory binder.

Attendance and School Implementation/Pupil Personnel Support Team meetings will be used to cultivate profiles of students in need of services. Students will be monitored to ascertain the effectiveness of interventions.

**Part 6b. Complete in February 2015.**

|    |  |  |     |   |    |
|----|--|--|-----|---|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes | X | No |
|----|--|--|-----|---|----|

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

The school’s overall attendance rate is currently 66.8%. The attendance rate for cohort Q is 78.3%, cohort P is 55.5%, O is currently 53.4%, while N is 55.3%. The percentage rate of chronically absent students is 66.9%.

The patterns suggest that more intense work needs to be done with our non-cohort Q students. To help combat this issue the guidance department created two teams, each by a school counselor. Within teams mentors are assigned to specific students. At the end of each day the teams will have an ATS generated attendance list of all students who were absent for the current day. Mentors then contact their mentees to inform parents of absence. All information collected is properly recorded and documented. It is the mentor’s responsibility to track these students’ attendance and to know when they return to school.

In addition to mentors, our attendance teacher continues to make home visits to students who are chronically absent from school. Attendance meetings are held every Monday to look at the previous week’s attendance trends. Based on this data, the attendance team targets students who were absent for two or more days.

In addition to attendance mentors, each student is assigned an advisor. Attendance data is also shared with advisor who also communicates the need for attendance improvement to not only students but to parents.

Through counseling of non-cohort Q students it was discovered there were some students who became frustrated and did not attend because they were missing only a few credits or only needed a prep class for one or two regents examinations. To combat this, the school is embarking on a special program schedule for these students where they attend school for two to three days per week with each assigned class having duration of 90 minutes.

The guidance department is aware that most of our non-cohort students will not be eligible for graduation by June 2015. As a result of this, an aggressive campaign has begun where students and parents are being encouraged to transfer to alternative programs where students will be able to complete their high school diploma. Options offered to students are transfer schools and YABCs (Young Adult Borough Centers). School counselors have been escorting students to various alternative sites to help facilitate the application process.

The school will continue its attendance initiative on a more consistent basis. Students who have maintained perfect attendance for each month and marking period will be advertised and recognized throughout the school. Their names and pictures will be displayed for other students to see. Incentives such as movie tickets, gift cards, Broadway shows, student trips etc. will be made available to students who maintain at least a 95% attendance rate and for students who have shown significant improvement in their attendance.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 4 Statement of Practice (SOP) Addressed |  | HEDI Rating |
|---|--|-------------|
| 4.2   | Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.                          | D           |
| 4.3   | Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.                                   | D           |
| 4.4   | Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.                        | D           |
| 4.5   | Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. | D           |

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Key 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 3B, 3C and 3D using the Danielson Framework for Teaching. Specific practices will include, but not be limited to:

- Teachers will employ instructional practices CCLS aligned instructional shifts, to ensure that all learners engage in complex tasks and meaningful discussions that deepen their thinking and enrich their work products.
- Teachers will use strategies to provide students with meaningful feedback, check for understanding and the use of rubrics to support students with peer and self-assessment.

We use weekly common planning time, coaching and supervision to support the acquisition and implementation of practices commensurate with CCLS instructional shifts. As noted previously, teachers use our instructional planning templates, guidelines and samples that address explicitly using CCLS aligned instructional shifts with special education, English Language Learner and general education students, questioning and discussion and rigorous activities, etc. to plan daily instruction. Our schoolwide curriculum causes teachers to integrate processes into their curriculum to teach content.

All teachers are expected to archive student work in folders or binders to track progress and to review with students over the course of the year. However, not all student work shows evidence of good feedback and actionable next steps to inform learning.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 (6<sup>th</sup> observation), all teachers will demonstrate effective practice in at least 2 of 3 Danielson competency areas 3B, 3C and 3D.

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:<br>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>3. Strategies to increase parent involvement and engagement<br>4. Activities that address the Capacity Framework element of Trust | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| We will develop and implement protocols and monitoring systems for reviewing student work and unit/lesson plans to assure that subject-specific student data is used for alignment with the CCLS and NYS content standards.   | All Students   | Sept – June   | Instructional Leadership Team Teachers   |
| All teachers will engage in individual goal setting to support them with differentiated professional development aligned with targeted teaching strategies.   | All Teachers   | Oct – June  | Instructional Leadership Team Coaches  |
| We will develop and implement protocols that all teachers will use to communicate expectations and success criteria for student learning and to share with students the results of ELA common assessments (3), subject area assessments (6) and marking period performance (6). Individual feedback to students will be aligned with CCLS or State standards, objectives and skills.  | All Students   | Sept – June   | Instructional Leadership Team Teachers   |
| We will use daily common planning time 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. In addition, student work will be used to evaluate strategies and to identify new strategies or reteach.   | SWDs<br>ELLs   | Sept – June   | Instructional Leadership Team  |

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

This goal is resourced primarily by common planning time, teacher capacity, counselors, per session and close monitoring.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   |                 |   |                      |  |                        |  |                  |   |                  |   |                      |  |               |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|---|------------------|---|----------------------|--|---------------|
| X   | <b>Tax Levy</b> | X | <b>Title I Basic</b> |  | <b>Title I 1003(a)</b> |  | <b>Title IIA</b> | X | <b>Title III</b> | X | <b>P/F Set-aside</b> |  | <b>Grants</b> |
| List below any additional funding sources that will be utilized to support achievement of the goal.           |                 |   |                      |  |                        |  |                  |   |                  |   |                      |  |               |
| This goal is resourced primarily by common planning time, teacher capacity, per session and close monitoring. |                 |   |                      |  |                        |  |                  |   |                  |   |                      |  |               |

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Our mid-year benchmark for this goal is: By February 2015 (3<sup>rd</sup> observation), all teachers will demonstrate effective practice in at least 1 of 3 Danielson competency areas 3B, 3C and 3D.

All teachers will be subject to observation six times over the course of the year or once per marking period. Feedback to teachers will include reference to instructional planning and the use of data to design purposeful scaffolds and interventions.

Coaches and administrators will work directly with teachers to set baselines, observe practice, collect student work and other artifacts and facilitate professional growth in targeted areas. Documentation of these efforts will be maintained by teachers, coaches and administrators. Results will be maintained in teacher folders.

The administration will supervise these processes as they occur and teachers will be encouraged to submit relevant documents as Advance artifacts. Feedback and support will be given to all teachers in need of additional assistance. Protocols and results will be maintained in the school’s data binder.

This work will be documented and archived in teacher data binders.

**Part 6b. Complete in February 2015.**

|    |  |   |     |  |    |
|----|--|---|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes |  | No |
|----|--|---|-----|--|----|

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 2 Statement of Practice (SOP) Addressed |  | HEDI Rating |
|---|--|-------------|
| 2.2   | Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).  | E           |
| 2.3   | Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. | E           |
| 2.4   | Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.  | E           |
| 2.5   | The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.  | E           |

**Part 1b. Needs/Areas for Improvement:**

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our key strategy in this tenet area is to implement and maintain data-driven distributed leadership structures to enable teacher leadership and empower all staff to make informed decisions that support the attainment of our graduation rate goal.

All relevant meeting agendas list a variety of data points that are interrogated. As a result timely adjustments to plans are made and the effectiveness of these different actions are monitored and evaluated. At this time, we do not plan any significant corrections.

School goals and plans were created as a result of a collaborative and rigorous needs assessment that caused us to evaluate a number of data sources, including but not limited to: Regents results, common assessments, pass/fail rates, Learning Environment Survey (LES), Alternative Quality Review, observations of teacher practice, evaluation of teacher and coach created artifacts, attendance data, staff capacity, and resource allocations. In addition, we worked to align our efforts with those of the Network and Department of Education (DOE). The school’s Instructional Leadership Team worked with a number of teachers to craft goals for this year. Several goals were modified and carried over from last year as we believed we needed to continue to elaborate on and go deeper with the Citywide Instructional Expectations (CIEs) – including the implementation of the DOE’s new teacher evaluation system. In such cases, plans were also modified to scaffold onto where we believed we could reasonably begin with adult learning and where we believed we could provide students with high leverage opportunities for learning. Our core beliefs about student learning also played

a role as we worked to create plans that were congruent with those beliefs. (It should be noted that as a phase-out school, school capacity is attenuated with each staff change. As such, plans for professional learning need to be flexible to accommodate the different skill and knowledge levels of a changing staff.) The School Leadership Team (SLT) receives preliminary goals in September as recommendations from the administration and faculty. The process of refining goals and plans was completed in consultation with the SLT, which ultimately approved the SCEP. Each month, the SLT receives progress updates (inclusive of data) on how the plan is working. We recognize that the strategies described in our SCEP 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.

We work closely with several organizations to ensure that their efforts are aligned with our plans. These include the Sports & Arts in Schools Foundation (SASF) and Bronx Community College. Both organizations assume our goals and provide support for them as detailed in our action plans and the individual charters that guide their work. Members of each organization participate in our weekly College and Career Prep meeting and other meetings as needed.

We have a number of outside consultants and coaches working in the school and we share our goals and coordinate our plans with them through routine meetings that occur at the beginning and end of each day so that their efforts are aligned with the work going on in the school and in individual classrooms.

Student data (e.g., graduation status, credit accrual, Regents status, etc.) is evaluated per an established schedule. Generally, unless something of an urgent matter emerges, we employ a set of routines after each marking period. For example, at the conclusion of each marking period, we update the individual graduation plans for all 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> year students.

We have administered two surveys already that ask 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. The results of these surveys are used to differentiate and identify areas for on-going professional development.

The principal meets weekly with his budget team to review resource availability and to secure resources to meet emerging needs. As a result of our mid-year data analysis, we made a decision to secure the services of additional teachers in the area of social studies, special education, mathematics and counseling. These new staff members are being deployed to reduce class size, teach Regents prep classes and to work on Pupil Support Team to increase student attendance.

We have developed a number of structures and routines to coordinate plans associated with our goals and to monitor their effectiveness. Adjustments to plans are made as we interpret the data we realize. This work is accomplished in a number of standing weekly meetings in which the principal participates: Administrative Team, Pupil Support Team (includes special education), Attendance Team, College and Career Readiness, Parent Engagement, and the Instructional Leadership Team.

## **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Beginning September 2014, 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 that support an increase in our August graduation rate by 5 %. (Sub-goals that support graduation increase: Increase in June Regents performance, ELA 2%; Integrated Algebra 15%; Living Environment 20 %; Global History 20%; and, US History 25 %.)

## **Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:<br>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>3. Strategies to increase parent involvement and engagement<br>4. Activities that address the Capacity Framework element of Trust | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| We will create a schedule that enables teacher teams (e.g., ICT, department, grade, etc.) to meet daily to plan and assess and coordinate the work going on in the school.  | All Teachers   | Sept - June   | Administration<br>School Leadership Team<br>UFT Leadership Programmer<br>Coaches                         |
| 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 and survey information to evaluate the effective use of resources, teacher planning time and professional learning time.  | School Community                                       | Sept – June   | Administration<br>School Leadership Team<br>Instructional Leadership Team<br>Teachers                    |
| We will use data at all Attendance, School Implementation/Pupil Personnel, Cohort Analysis, Parent Engagement, College and Career Readiness, and Instructional Leadership Team meetings to monitor progress and make timely adjustments.  | School-Based Teams                                     | Sept - June   | Administration<br>Data Specialist<br>Programmer<br>Coaches<br>Team Members                               |
| We will survey staff (3 times), students (2 times) and parents (2) to illicit their feedback and offer them opportunities for input regarding a variety of topics related to the school’s improvement plan.   | Instructional Leadership Team                          | Oct – May   | Instructional Leadership Team<br>School Leadership Team  |

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

This goal is resourced primarily by common planning time, teacher capacity, per session and close monitoring.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | X | Title I Basic |  | Title I 1003(a) | X | Title IIA | X | Title III | X | P/F Set-aside |  | Grants |
|---|----------|---|---------------|--|-----------------|---|-----------|---|-----------|---|---------------|--|--------|
|---|----------|---|---------------|--|-----------------|---|-----------|---|-----------|---|---------------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

SIG

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

|  |  |  |     |    |
|--|--|--|-----|----|
| 5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.   |  |  |     |    |
| 6. Specify a timeframe for mid-point progress monitoring activities.   |  |  |     |    |
| Our mid-year benchmark for this goal is: Increase in January Regents performance, ELA 5%; Integrated Algebra 15%; Living Environment 10%; Global History 10%; and, US History 10%.   |  |  |     |    |
| An analysis of the master schedule, teacher programs and meeting agendas will be made two times a year (Oct and Feb). We will utilize student data (e.g., academic, attendance, etc.), survey results, observations of teacher practice and anecdotal information to determine the impact of these actions on this goal.   |  |  |     |    |
| Formal reports of progress towards all school goals will be evaluated three times per year (Sept, Feb and June). Timely adjustments in resource allocation and professional learning will occur as needed.   |  |  |     |    |
| All meeting agendas will reflect the use of data to inform plans in a timely manner. As a result, adjustments in resource allocation and professional learning will occur as needed. School Implementation/Pupil Personnel, Cohort Analysis, Parent Engagement, College and Career Readiness, and Instructional Leadership Team meetings are held weekly. Progress towards graduation occurs after each marking period.  |  |  |     |    |
| Teacher surveys administered October, January and May; student surveys administered October and January; and parent survey administered October and January. As a result of these surveys, adjustments will be made to relevant action plans.  |  |  |     |    |
| <b>Part 6b. Complete in February 2015.</b>   |  |  |     |    |
| 1.   | Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes | No |
| 2.   | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |    |
| As reported at the beginning of the year, the school has arrested the gradual decline in student performance in a number of areas. The number of students passing January administered Regents exams increased for four out of five Regents exams. However, there was a substantial decline in the passing rate in ELA and ELLs did not meet school goals in 4 out of 5 exams.   |  |  |     |    |
| In addition, when compared with June Regents the percentage of students who scored below 55 has substantially decreased on most exams (Living Environment, Global History and Geography, and US History and Government). Average scores increased on all Regents examinations except for ELA and Integrated Algebra. The average score on the Living Environment increased from 55 to 59.3. The average score on the US History Regents increased from 49.3 to 52.6. The average score on the Global History Regents increased from 55 to 56.8. The average score on the Integrated Algebra Regents. The average score on the Integrated Algebra Regents fell from 59.4 to 56.8. However, students who took the exam in both June 2014 and January 2015 scored on average 7.8 points higher in January than they had in June. The gains were widespread with 4 out of 5 students scoring higher in January than they had in June. The average score declined in ELA from 64.8 to 49.0. |  |  |     |    |
| After years of decline in the graduation rate at the school, we experienced an increase in the graduation rate from 39.7% to 40.6%. Progress towards graduation is tracked actively at the school. Provided all tier I and tier II students graduate by August, we will realize a graduation rate of 46%.  |  |  |     |    |

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| <b>Tenet 6 Statement of Practice (SOP) Addressed</b> |   | <b>HEDI Rating</b> |
|--|---|--------------------|
| 6.2  | The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.                               | D                  |
| 6.3  | The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.                                  | D                  |
| 6.4  | The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success. | D                  |
| 6.5  | The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.         | D                  |

**Part 1b. Needs/Areas for Improvement:**

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our key strategy in this tenet area is to enhance parent communication regarding student academic performance by creating and maintaining a Parent Engagement Team that will coordinate all parent communication and engagement efforts.

We have planned monthly Family engagement evenings (Fridays) that have been attended regularly by our parent leadership team, students and staff. Each meeting has a learning portion as well as a community building component. The meetings have enjoyed high degrees of satisfaction among participants. We intend to continue this effort. We maintain a Parent Engagement Team that meets weekly to coordinate all parent engagement efforts. The team employs a large variety of methods are employed to ensure that all parents are made aware of school, DOE and State expectations for academics and preparation for college or work. Meeting agendas also reflect our efforts to plan, evaluate and adjust our parent communication and engagement activities.

Progress reports are mailed home to families at the conclusion of each marking period. These are are color-coded to draw attention to student achievements and challenges. These communications also provide information related to assistance parents can receive when they need additional support and information. In addition, we will send Interim reports home mid-marking period so that parents can stay abreast of their student’s academic progress.

Information related to financial aid, college fairs, and college readiness school supported workshops is also sent to families at relevant times during the school year.

Parent-teacher conferences and other workshops are conducted in such a way that parents are directed to information related to college readiness.

In addition, our parent engagement efforts include Saturday workshops during which families receive services from our Cosmetology and Nursing programs. In these settings, students attend to their parents, who also learn about the requirements of the different programs.

Among the tools we use to communicate information to our families includes the US mail, backpacked flyers, phone master, email and person-to-person contact.

Our communication plan includes translating all messages send home in both English and Spanish.

A variety of school staff receives training to actively seek and sustain partnerships with families and community organizations that are linked to our school’s plan. This training is provided by the Network team, parent coordinator, counselor and social worker. In addition, our parent engagement efforts include Saturday workshops during which families receive services from our Cosmetology and Nursing programs. In these settings, students attend to their parents, who also learn about the requirements of the different programs.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

For the 2013-2014 school year, we will build parent capacity to support their students via monthly Family Engagement Evenings, a Parent Handbook and other communications and an Advisory Outreach program .

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:<br>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>3. Strategies to increase parent involvement and engagement<br>4. Activities that address the Capacity Framework element of Trust | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| We will establish monthly (10) parent meetings that will offer parents, teachers and students an opportunity to learn and build community together.   | Families   | Sept – June   | School Leadership Team<br>Parent Association<br>Parent Coordinator<br>Sports and Arts Foundation         |
| 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).  | Parents  | Sept – June   | Assistant Principal<br>Parent Coordinator  |
| Provide professional learning to staff on how to develop partnerships with families   | Teachers   | Sept – June   | Administration<br>Counselors   |

|  |         |             |                           |
|--|---------|-------------|---------------------------|
|  |         |             |                           |
| Provide support to parents on how to read academic data. | Parents | Sept - June | Administration<br>Coaches |

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

This goal is resourced primarily by common planning time, teacher capacity, per session and close monitoring.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   |                 |   |                      |  |                        |  |                  |   |                  |   |                      |  |               |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|---|------------------|---|----------------------|--|---------------|
| X | <b>Tax Levy</b> | X | <b>Title I Basic</b> |  | <b>Title I 1003(a)</b> |  | <b>Title IIA</b> | X | <b>Title III</b> | X | <b>P/F Set-aside</b> |  | <b>Grants</b> |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|---|------------------|---|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

SIG

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Our mid-year benchmark for this goal is: By February 2015, we expect to have engaged in five Family Engagement Evenings and at least two contacts between a student’s Advisor and his or her parent.

Meeting agendas will be maintained and participation monitored. Feedback for each meeting will also be reviewed and taken into account for subsequent planning efforts.

We expect to conduct two parent surveys (October and January) that will be designed to measure the degree to which parents feel informed about their student’s progress. The results will be used to revise, if necessary, subsequent efforts.

Meeting agendas will be maintained and participation monitored. Feedback for each meeting will also be reviewed and taken into account for subsequent planning efforts.

Meeting agendas will be maintained and participation monitored. Feedback for each meeting will also be reviewed and taken into account for subsequent planning efforts.

**Part 6b.** Complete in **February 2015.**

|    |  |   |     |  |    |
|----|--|---|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes |  | No |
|----|--|---|-----|--|----|

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| <b>Type of Academic Intervention Service (AIS)</b> | <b>Criteria for determining AIS services</b> | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b> | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|--|--|---|--|--|
| <b>English Language Arts (ELA)</b>                 | Reading Levels                               | I Lit Program   | Classroom  | During school day  |
|  | Reading Level                                | Achieve 3000  | Small group  | Extended Learning Program  |
|  | All students eligible                        | Targeted tutoring   | Small group/one-to-one   | During and beyond the school day   |
|  | Remaining Regents                            | Regents preparation   | Classes, small group and one-to-one  | During/after school and the summer   |
|  | Off Track Students                           | Extended Time Classes   | Classes  | During/after school and the summer   |
|  | Off Track Students                           | Credit Recovery Program   | Classes  | During/after school and the summer   |
| <b>Mathematics</b>                                 | All students eligible                        | Targeted tutoring   | Small group/one-to-one   | Small group/one-to-one   |
|  | Remaining Regents                            | Regents preparation   | Classes, small group and one-to-one  | Classes, small group and one-to-one  |
|  | Off Track Students                           | Extended Time Classes   | Classes  | Classes  |
|  | Off Track Students                           | Credit Recovery Program   | Classes  | Classes  |
| <b>Science</b>                                     | All students eligible                        | Targeted tutoring   | Small group and one-to-one   | Small group and one-to-one   |
|  | Remaining Regents                            | Regents preparation   | Classes, small group and one-to-one  | Classes, small group and one-to-one  |
|  | Off Track Students                           | Extended Time Classes   | Classes  | Classes  |
|  | Off Track Students                           | Credit Recovery Program   | Classes  | Classes  |
| <b>Social Studies</b>                              | All students eligible                        | Targeted tutoring   | Small group and one-to-one   | Small group and one-to-one   |
|  | Remaining Regents                            | Regents preparation   | Classes, small group and one-to-one  | Classes, small group and one-to-one  |
|  | Off Track Students                           | Extended Time Classes   | Classes  | Classes  |
|  | Off Track Students                           | Credit Recovery Program   | Classes  | Classes  |
| <b>At-risk services (e.g. provided by the</b>      | Behaviors impeding performance               | Pupil Personnel Team (RTI)  | Case Conferencing  | During and after school  |

|  |  |                                   |            |                            |
|--|--|-----------------------------------|------------|----------------------------|
| <i>Guidance Counselor,<br/>School Psychologist,<br/>Social Worker, etc.)</i> | Students with <60%<br>rate of attendance                 | Student Mentoring<br>(Attendance) | One-to-one | During and after<br>school |
|  | Family, student or<br>staff initiated<br>Absent Students | Substance Abuse<br>Support        | One-to-one | During and after<br>school |
|  |  | Attendance Outreach               | One-to-one | During and after<br>school |

## Section 7: Expanded Learning Time (ELT) Program Description

### *(Required for All Priority Schools)*

**Directions:** Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

#### **Part 1 – ELT Program Goal(s)**

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

In cohort Q, there are currently 29 Tier II students, who are off-track to graduate in June. They have each been programmed to additional credit-bearing courses and Regents prep support classes. Our goal for ELT is:

Fifty percent (50%) of all current Tier II Cohort Q students will graduate with their class in June.

#### **Part 2 – ELT Program Description**

**Part 2a.** Identify the target population(s) to be served by the ELT program.

All active cohort Q students are scheduled for either enrichment or credit recovery during the 9<sup>th</sup> period or for 90 minutes additional instruction. Also, when including the addition of an advisory program, students are in school an additional 135 minutes of instruction beyond the regular school day.

Of the 34 cohort q students assigned to our Tuesday and Thursday enrichment classes, 79.4% passed marking period I. Of the 28 cohort q students assigned to Tuesday and Thursday credit recovery ELT, 78.6% passed marking period I. There are an addition 34 cohort n, o and p students assigned to the Tuesday and Thursday credit recovery program of which 38.2% passed marking period I. All other cohort n, o and p students complete their programs during the school day and as such are not assigned for Tuesday and Thursday, however, extra support is available to them during ELT.

There are an additional 38 students assigned to the Saturday credit recovery program.

We are pleased with the implementation of this program. Students see it as a regular part of their programs. Moving forward we expect to provide students with more programs and activities that meet their needs, interests, and preferences.

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

- We offer enrichment classes, credit recovery classes, literacy recovery, college and career based activities, interdisciplinary units (2) and an assortment of co-curricular activities such as leadership training, clubs and trips to cultural institutions in NYC.

|   |  |           |   |            |
|---|--|-----------|---|------------|
| <ul style="list-style-type: none"> <li>All activities are staffed by appropriately certified teachers and counselors from our staff.</li> </ul>   |  |           |   |            |
| <b>Part 2c.</b> Is the ELT program voluntary or compulsory?   |  | Voluntary | X | Compulsory |
| If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students. |  |           |   |            |
|   |  |           |   |            |

**Part 3 – ELT Program Implementation and Oversight**

|   |  |  |  |  |
|---|--|--|--|--|
| <b>Part 3a.</b> Who will implement the ELT program? Who will oversee the program?   |  |  |  |  |
| 1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved. |  |  |  |  |
| 2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.  |  |  |  |  |
| The assistant principal supervises the Tuesday and Thursday program and the principal supervises the Saturday program. As noted, in-house teachers staff the program.                               |  |  |  |  |
| A major partner in the ELT program is our CBO, the Sports And The ARTS Foundation. The CBO brings a number of staff to the school that supports individual, small group and whole class activities. |  |  |  |  |
| <b>Part 3b.</b> Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.  |  |  |  |  |
| The program is funded with SIG resources and occurs during the 9 <sup>th</sup> period on Tuesday and Thursday as well as from 9:00 am to 12:30 pm on Saturday.                                      |  |  |  |  |
| <b>Part 3c.</b> Timeline for implementation and completion, including start and end dates.  |  |  |  |  |
| Sept - June   |  |  |  |  |

**Part 4 – Budget and Resource Alignment**

|   |                          |   |           |  |             |  |            |   |                      |  |         |
|---|--------------------------|---|-----------|--|-------------|--|------------|---|----------------------|--|---------|
| Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program. |                          |   |           |  |             |  |            |   |                      |  |         |
| X   | 21 <sup>st</sup> Century | X | Tax Levy  |  | Title I SWP |  | Title I TA | X | P/F Set-aside        |  | C4E     |
|   | Title I 1003(a)          |   | Title III |  | PTA Funded  |  | Grants     |   | School Success Grant |  | In Kind |
| List below any additional fund sources that will be utilized to support achievement of the goal.      |                          |   |           |  |             |  |            |   |                      |  |         |
| SIG   |                          |   |           |  |             |  |            |   |                      |  |         |

**Part 5 – Progress Monitoring**

|   |  |  |     |    |
|---|--|--|-----|----|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:<br>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.<br>Specify a timeframe for mid-point progress monitoring activities. |  |  |     |    |
| We would like to maintain or increase the Cohort Q success rate (see above) for participation and passing averages.   |  |  |     |    |
| <b>Part 5b.</b> Complete in <b>February 2015</b> .  |  |  |     |    |
| 5.  | Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes | No |
| <ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>  |  |  |     |    |



## Section 8: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

|  |                                 |  |   |
|--|---------------------------------|--|---|
| Indicate with an “X” your school’s Title I Status. |                                 |  |   |
| <b>X</b>   | <b>Schoolwide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |
|  |                                 |  | <b>Non-Title I</b>                      |

**Part 2: All Title I Schools**

**2a. 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, and UFT representative. 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.

### **2b. 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.

## **Part 3: TA Schools Only**

### **3a. Use of Program Resources**

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

### **3b. 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).

## **Part 4: SWP Schools Only**

### **4a. 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

### **4b. 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.

### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name   | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount:<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '15 school<br>allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that<br>the school has met the intent and purposes<br>of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , page #<br>references where a related program activity<br>has been described in this plan. |                                 |
|--|--|---|--|---------------------------------|
|  |  |   | Column A<br>Verify with an (X)   | Column B<br>Page # Reference(s) |
| Title I Part A (Basic)                                 | Federal  | 231,577   | X  |                                 |
| Title I School Improvement<br>1003(a)                  | Federal  | N/A   | N/A  | N/A                             |
| Title I Priority and Focus<br>School Improvement Funds | Federal  | 55,494  | X  |                                 |
| Title II, Part A                                       | Federal  | N/A   | N/A  | N/A                             |
| Title III, Part A                                      | Federal  | 11,200  | X  |                                 |
| Title III, Immigrant                                   | Federal  | N/A   | N/A  | N/A                             |
| Tax Levy (FSF)   | Local  | 1,095,385   | X  |                                 |

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

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

The 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;
- 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 (SPC) Template**

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

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

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

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

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

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

|  |                      |                          |
|--|----------------------|--------------------------|
| District <b>08</b>                         | Borough <b>Bronx</b> | School Number <b>650</b> |
| School Name <b>Jane Addams High School</b> |                      |                          |

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Joel DiBartolomeo</b>                                 | Assistant Principal <b>Guy Rouchon</b>      |
| Coach <b>Michelle Madera</b>                                       | Coach <b>type here</b>                      |
| ESL Teacher <b>Richard Painter</b>                                 | Guidance Counselor <b>Jennifer Espailat</b> |
| Teacher/Subject Area <b>Kelvin Lopez</b>                           | Parent <b>type here</b>                     |
| Teacher/Subject Area <b>type here</b>                              | Parent Coordinator <b>Millie Reyes</b>      |
| Related Service Provider <b>Claudia Hall</b>                       | Other <b>type here</b>                      |
| Network Leader(Only if working with the LAP team) <b>type here</b> | Other <b>type here</b>                      |

### C. Teacher Qualifications

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

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

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | <b>325</b> | Total number of ELLs | <b>32</b> | ELLs as share of total student population (%) | <b>9.85%</b> |
|--|------------|----------------------|-----------|---|--------------|

# 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 | Tot # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| self-contained   |   |   |   |   |   |   |   |   |   | 2 | 3  | 2  | 2  | 9     |
| Push-In  |   |   |   |   |   |   |   |   |   | 2 | 2  | 2  | 2  | 8     |
| <b>Total</b>   | 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. [i](#)

|               | ELLs by Subgroups |      |     |                  |      |     |                                    |      |     | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
|               | ELLs (0-3 years)  |      |     | ELLs (4-6 years) |      |     | Long-Term ELLs (completed 6 years) |      |     |       |
|               | All               | SIFE | SWD | All              | SIFE | SWD | All                                | SIFE | SWD |       |
| TBE           |                   |      |     |                  |      |     |                                    |      |     | 0     |
| Dual Language |                   |      |     |                  |      |     |                                    |      |     | 0     |
| ESL           | 2                 | 2    |     | 5                | 1    | 2   | 25                                 | 2    | 2   | 32    |

| 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 |
| <b>Total</b>   | 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     |
| <b>TOTAL</b>                                   | 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 |    |
|  | ELL | EP | ELL   | EP |
| SELECT ONE                                     |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>                                   | 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  |  |
| <b>TOTAL</b>                                   | 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         |
| <b>TOTAL</b> | <b>0</b> | <b>3</b> | <b>5</b> | <b>13</b> | <b>7</b> | <b>28</b> |

## 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         |
| Intermediate(I) |          |          |          |          |          |          |          |          |          |          | 3        | 5         | 2        | 10        |
| Advanced (A)    |          |          |          |          |          |          |          |          |          |          | 3        | 8         | 4        | 15        |
| Total           | <b>0</b> | <b>1</b> | <b>6</b> | <b>13</b> | <b>8</b> | <b>28</b> |

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/         | <b>B</b>          |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING            | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
| READING/<br>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     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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
- 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

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:

- 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.
- 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. [i](#)

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 2<sup>nd</sup> 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 CCCR 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, the 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**

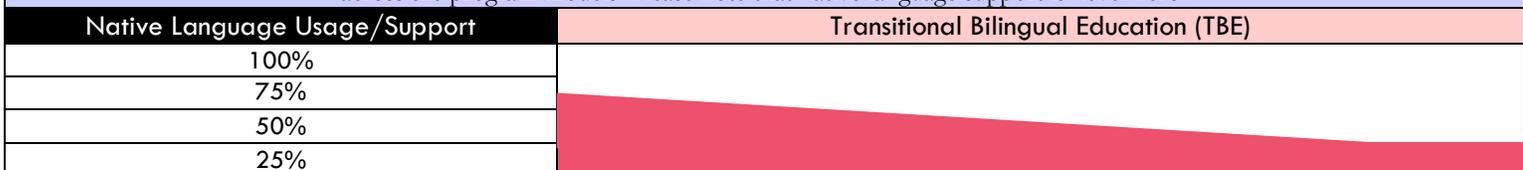
|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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**

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

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

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

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 seuvre the services necessary.

## Part B: Strategies and Activities

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

The 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>.



**Department of English Language Learners and Student Support**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| Part A: School Information   |             |
|--|-------------|
| Name of School: Jane Addams High School  | DBN: 08X650 |
| This school is (check one):  |             |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><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 checked="" type="checkbox"/> Saturday academy                      |
| Total # of ELLs to be served: 11  |
| 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 |

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

6   7   8   9   10   11   12

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 4

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: As the school is in its third and final year of phase out, the rationale/ focus of the supplemental program will be to support ELL students to attain credits in core subject courses, pass Regents exams and increase graduation rates. In addition, we will also strive to meet, or exceed, the city AMAO targets. Based on a review of the 2014 NYSESLAT scores, all but two of the students have listening/speaking scores that exceed their reading/writing scores. The supplementay program will focus on literacy skills. There will also be services provided for the parents/guardians. The supplemental program will use computer-based reading/writing programs so students can progress at a differentiated pace. In addition, students will keep journals of the progress they are making and a final reading/writing project will be assigned after the data from the computer-based work is analyzed.

The subgroups of students grades 9-12 to be served are: entitled ELLs, long-term ELLs, SWD-ELLs and former ELLs.

An expanded day Academic Enrichment program will run from December, 2014 to June, 2015 as follows: Tuesday and Thursday 2:20 p.m. to 3:08 p.m. and Saturday 8:30 a.m. to 1:30 p.m. The Academic Enrichment Program includes the following: literacy, leadership, college and career readiness, and interdisciplinary activities.

The school has common planning time daily and the ESL teacher will consult with content area teachers and push-in after-school content area classes if necessary on alternate days.

All expanded day programs are delivered in English. There are two content area teachers who are native Spanish speakers whose language services will be used when necessary.

We have an extensive library of reading instruction materials that will accommodate the current level of each student. In addition, we also use Empower 3000 to improve reading and Write To Learn for writing instruction. We will purchase BrainPOP, highly engaging animated movies to model conversational English and introduce grammar concepts and vocabulary. As part of a balanced literacy program, for expanded day, we will accompany students to bookstores to purchase independent reading material based on their interest. To enhance the cultural experience, we will include educational field trips to museums, galleries and other culturally-relevant performances.

### 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:

All content/special education teachers will be provided with on-going professional development to ensure students are successful in content area classes. They will be done by Ms. Filion, Ms. Madera, and Ms. Amore the ESL teacher during daily common planning time and after-school professional development. The topics will be effective ESL teaching techniques such as those presented in Q-Tel training. The following topics will be covered: identifying the needs of the ELLs, teaching strategies targeting ELLs, how to plan units that integrate uses of ELL strategies and using language objectives in conjunction with a content objected as presented in the SIOP model of language instruction. Three PD's will be held from 3:00 pm - 4:30 pm on December 16, 2014: Identifying the needs of the ELLs, February 3, 2015: How to plan units that integrate uses of ELL Strategies and Using Language Objectives in Conjunction With Content Objectives, and on March 17, 2014: Teaching Strategies Targeting ELLS.

### 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:

Begin description here: Our goal is to include the parents/guardians in the process of helping their children succeed in school as well as to identify and attain their own goals. Parent engagement activities are scheduled ongoing throughout the year. We have one Parent Association meeting and one Family Engagement evening per month where translation services are offered.

PTA Meetings from 6-8pm: September 8, 2014 Elections; October 6, 2014, Concerns about the Phase out; November 3, 2014, Parent Association Funds; December 8, 2014, Graduation Plan for Students; January 12, 2015, Financial Aid; February 9, 2015, Accessing support from community resources; March 2, 2015, How can I help my child move forward?; April 20, 2015 Preparing for graduation and/or other alternatives; May 4, 2015, Regents preparation; June 1, 2015 Preparing for Celebrating Jane Addams

Family Engagement Nights from 4-7pm: September 19, 2014, Meeting the school community; October

**Part D: Parental Engagement Activities**

6, 2014; The college process and earning citizenship; November 14, 2015, Sharing in Thanksgiving (arts and crafts, potluck dinner); December 12, 2014, Sharing the Holiday Cheer (arts and crafts, potluck dinner); January 16, 2015, Completing the Financial Aid applications; February 13, 2015, Valentine Social (arts and crafts, potluck dinner); March 13, 2015 Dramatic Performance; April 20, 2015, Spring Fest; May 15, 2015 Movie Night; June 12, 2015 Celebrating Jane Addams.

Translators: Milly Reyes Parent Coordinator, Michelle Madera ELA Teacher

Workshop/PD Facilitators: Keesha Lindsay, Guidance Counselor, Robert Addams, Guidance Counselor; Michelle Madera, ELA Teacher, Patricia Capella Special Education; Magaret Amores ESL Teacher, Juliet Marinelli ELA Teacher,

**Part E: Budget**

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

Allocation Amount: \$5,846.0

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>  | _____           | _____   |
| Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>   | _____           | _____   |
| Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul> | _____           | _____   |
| Educational Software (Object Code 199)  | _____           | _____   |
| Travel  | _____           | _____   |

**Part E: Budget**

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

Allocation Amount: \$5,846.0

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| Other           | _____           | _____   |
| <b>TOTAL</b>    | _____           | _____   |