



# **JACQUELINE KENNEDY ONASSIS HIGH SCHOOL**

## **2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 02M529**  
**ADDRESS: 120 WEST 46<sup>TH</sup> STREET**  
**NEW YORK, NEW YORK, 10036**  
**TELEPHONE: (212) 391-0041**  
**FAX: (212) 391-1293**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 02M529 SCHOOL NAME: JACQUELINE KENNEDY ONASSIS HIGH SCHOOL

SCHOOL ADDRESS: 120 WEST 46<sup>TH</sup> STREET, NEW YORK, NY 10036

SCHOOL TELEPHONE: (212) 391-0041 FAX: (212) 391-1293

SCHOOL CONTACT PERSON: EDWARD DEMEO EMAIL ADDRESS: [EDEMEO@SCHOOLS.NYC.GOV](mailto:EDEMEO@SCHOOLS.NYC.GOV)

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: NEIL EIDELBERG, APO

PRINCIPAL: EDWARD DEMEO

UFT CHAPTER LEADER: MICHELLE KEMNITZER

PARENTS' ASSOCIATION PRESIDENT: PEDRO URBAEZ

STUDENT REPRESENTATIVE:  
(Required for high schools) DOMINIQUE WILLIAMS

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 02 SSO NAME: COMMUNITY LEARNING SUPPORT ORGANIZATION

SSO NETWORK LEADER: HAL EPSTEIN

SUPERINTENDENT: ELAINE GORMAN

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
<b>EDWARD DEMEO</b>	*Principal or Designee	
<b>MICHELLE KEMNITZER</b>	*UFT Chapter Chairperson or Designee	
<b>PEDRO URBAEZ</b>	*PA/PTA President or Designated Co-President	
<b>MAGDELANA CLAVANO</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>KENIA URENA</b>	DC 37 Representative, if applicable	
<b>DOMINIQUE WILLIAMS</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
<b>HASHIM WRIGHT</b>	Student	
<b>CELEST RODRIGUEZ</b>	Parent	
<b>BRIGITTE APONTE</b>	Parent Coordinator	
<b>NEIL EIDELBERG</b>	APO	

***Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.***

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Jacqueline Kennedy Onassis (JKO) High School was founded with the intent to provide students with the most comprehensive educational program possible. We believe the design instills a progressive understanding of leadership, scholarship, and community. The Business Studies program serves as the instructional bedrock upon which the rest of the curriculum is constructed. The program is rigorous, exciting and engaging, but above all else, it is grounded in a sincere understanding of the ever evolving business community.

JKO students are challenged through the use of cross-curricular, Work Place Based Learning (WBL) techniques as evinced by the Virtual Enterprise (VE) and Academy Of Hospitality and Tourism (AOHT) programs. These techniques are enhanced through the development and implementation of long term and short term goal setting strategies, achieved by extensively using a student-centered environment. We recognize students and parents come to our school with diverse gifts and are equal partners in attaining our vision. It is through this collaboration that all learners will be offered equal access to education and encouraged to develop themselves as whole beings – the analytical, creative, social selves.

JKO is designed to prepare students for the world that awaits them upon graduation. JKO staff is trained a variety of approaches, including Understanding By Design (UBD) structures. Students are also encouraged to enroll in the enhanced AP course offerings, to develop their potential. Students must be competent in those academic skills that will enable them to pursue higher education, to accept later training or retraining to continue their education at any point in later life. Today's internet-driven environment has fostered the interdependency that JKO fosters – we no longer live and work in a singular fashion, but as members of the larger world community. JKO's expert staff, instructional support team, and administrators espouse this philosophy, and instruction is driven by this ideology.

Jacqueline Kennedy Onassis High School is unique, because it serves students from the five boroughs of New York City and is centrally located in the heart of mid-Manhattan. It offers one of the most comprehensive business programs available in a public high school, and has partnered with major corporations to broaden and enrich its curriculum and offer students opportunities for mentoring and internships. Another cornerstone of the instructional program is a dynamic Dance Program which has been in existence for more than a decade.

Special Academic and Community-based Programs include:

Virtual Enterprise - Selected juniors and seniors create and maintain their own business on-line with other virtual businesses in the United States and in countries throughout the world. Skills in all disciplines are utilized in the operation of this "real" business program.

Travel & Tourism – This program spans two years and offers students both a theoretical and practical understanding of the travel, tourism, and hospitality industries. Students develop a thorough knowledge of world geography, learn how destinations are marketed, and are introduced to the software programs used to confirm air and lodging reservations. A major highlight of the program is a paid internship with a hotel, cruise, and airline or travel marketing company.

International Business – This program is based on the belief that today's businesses operate in a global economy that is increasingly interdependent. Therefore, the objective of the program is to provide students with the skills and information necessary to understand the cultures and societies reflected within the structure of multinational organizations. Students are required to study foreign languages and cultures, utilize state-of-the-art computer equipment, and explore business, marketing and foreign trade.

Community Service Initiatives- The community service initiative program is designed to impart to our students a sense of social, communal responsibility. This year's program includes a variety of activities ranging from the blood drive, YMCA and Children for Children activities to our work with the Olgilvy Project (Big Brothers-Big Sisters) and volunteerism at Presbyterian Hospital.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	Jacqueline Kennedy Onassis High School								
<b>District:</b>	2	<b>DBN:</b>	02M529	<b>School BEDS Code:</b>	310200011529				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded		
	2		6		10	√			
<b>Enrollment</b>				<b>Attendance - % of days students attended :</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		82.0	83.4	TBD		
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment :</b>					
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	0	0	0		93.2	96.0	TBD		
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment :</b>					
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	0	0	0		70.8	53.1	65.8		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number :</b>					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		1	12	TBD		
Grade 9	234	263	230	<b>Recent Immigrants - Total Number :</b>					
Grade 10	188	178	207	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	162	141	146		6	15	4		
Grade 12	115	140	124	<b>Special Education Enrollment:</b>					
Ungraded	1	1	0	(As of June 30)	2007-08	2008-09	2009-10		
Total	700	723	707						
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	80	31	24	Principal Suspensions	395	160	TBD		
# in Collaborative Team Teaching (CTT) Classes	14	29	32	Superintendent Suspensions	26	28	TBD		
Number all others	2	43	51	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	N/A	260	168		
(BESIS Survey)	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b>					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	44	44	TBD		
# receiving ESL services only	45	54	50						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	5	17	Number of Administrators and Other Professionals	12	12	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	23	28	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	57.8	51.1	TBD
				% more than 5 years teaching anywhere	42.2	42.2	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	84.0	82.0	TBD
American Indian or Alaska Native	0.4	0.4	0.1		91.1	95.8	TBD
Black or African American	26.3	25.7	24.3				
Hispanic or Latino	62.6	63.1	66.9				
Asian or Native Hawaiian/Other Pacific Isl.	5.6	5.5	5.5				
White	5.1	5.3	3.0				
<b>Male</b>	40.3	38.2	37.6				
<b>Female</b>	59.7	61.8	62.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA: X			
Math:				Math: √			
Science:				Graduation Rate: √			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>				√	√	√	67
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-		
Black or African American				X	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-		
<b>Students with Disabilities</b>							
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
<b>Student groups making AYP in each subject</b>				3	4	1	
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	C			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	48.4			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	6.3			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	11.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	29.5						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	1						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

**SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Unfortunately, our metrics for 2008-2009 were incorrect and as a result direct comparisons or extrapolations are difficult. The information we have in hand which indicates communal growth are:

Area of Analysis	% Increase or decrease compared to previous year
Attendance	+1.4%
Graduation Rate	+2.0%
Survey Results	+1.0%
<b>Regents Results</b>	
English	-.02
Global Studies	+.62
United States History	-.09
Science	+.11
Mathematics	+.24

We continue to reorganize and codify the ELL and Special Education programs. We have greatly diversified the instruction in both programs and hired additional teacher support, coupled with more disaggregated programming. This year, for instance, we have committed more than \$500,000 in teacher and counselor power, which represents an increase of more than \$200,000 as compared with the year before. Our class ratio in the primary subjects of Mathematics, Science, English and Social Studies is thirty to one. We also maintain a comprehensive feeder school list that presently has 178 schools from across the city represented in our last freshman class.

Based on our initial analysis of the preliminary Progress Report metrics, we find students in ELL and Special Education have not attained 11-plus credits and that a slew of students entered this year with 8-plus credits, many ranging between 9.40 and 9.96.

The most significant barriers to continued improvement are:

- Continued budget cuts, which will eventually impact the number of teachers we now employ. In order to more greatly diversify our instruction, we have increased the number of instructors. We have 43 teachers (a 14% increase from two years ago), four counselors (a 25% increase from three years ago), two family workers, one Transition Linkage Coordinator and nine

support personnel members. In addition to four administrators, we have 65 adults working at the school, not including the cafeteria staff.

In order to maintain our instructional staff, we have not replaced support personnel who have retired; enrichment programs have been reduced and/or eliminated and the credit recovery programs, such as PM school, have been reduced dramatically. Our teachers have agreed to help in the support areas wherever possible, and have remained available for tutoring and PM school when we are able to fund them.

- Space limitations are also a barrier. After working with the SCA for the past four years, we have been able to add four classrooms, but although we now have approximately 18 classrooms, only 12 of them can support a class of 34 students. With an ATS list of more than 720 students (86.5% attendance average) for a building intended to hold no more than a generous 585 students, the ability to house our students and provide quality programs has become problematic.
- Physical Education space is a rarity. We have one small dance studio and one auditorium stage which serve more than 720 students.
- With 22.50% of our student population in need of either Special Education and/or English Language Learner (ELL) services, our ability to disaggregate our instruction will become more difficult as the overall number of students increase, and the individual needs of these students becomes more specialized.
- Teacher movement. Although we have reduced the percentage of teacher attrition from 35% in 2004-2005 to less than 1% in 2008-2009, teacher movement from our school to other schools for new career opportunities within the Department Of Education (DOE), or careers in private business has impeded our ability to build capacity.
- Two-thirds of our students entering the school for the past three years have been rated as levels one or two in English and/or Mathematics.

The systems and programs designed to support our continued instructional improvement include:

- All of our teachers are now entered into the ARIS system. Pre-Observations, Post Observations, Department meetings and Professional Development (PD) are built upon a foundation of data analysis and review; all of our teachers have been entered into the ARIS system, but should that system falter, we email the data directly from ATS and/or HSST to our teachers for their use. All teachers have Personal Pedagogical Goals (PPGs) and we are in the process of implementing grade level and individual student goals.
- Inquiry teams have been discussed and more than 60% of the teachers are presently in Inquiry configurations. The remaining 40% have been tentatively placed in Inquiry teams, but we continue to assess our early term data to ensure the best possible placements.
- In-house Professional Development (PD) has been honed based on school-wide surveys of teacher, parent and student needs and/or desires. As a result of these surveys, we continue to use the data to adjust our instruction. For instance, this year we have created a Cooperative Team Teaching (CTT) structure whereby we have coupled an English teacher and a Social Studies instructor to instruct students who are in the lowest third of the sophomore level who have not yet completed the social studies program.
- We have expanded the Special Education teams so they will continue to help us support our students more precisely.

- Continued professional growth of the staff will enhance our Professional Learning Community (PLC) as they continue to hone their skills and mature as young educators.
- Increased statistical analysis of teaching and learning on a teacher by teacher and individual student basis will enhance student learning.
- The AVID Program continues to develop and has expanded to include sophomores and juniors. Approximately 22% of the staff is trained and the school is preparing materials to support our designation as an official AVID site.
- We have developed a literacy program for sophomores in Global Studies. Our Team Teaching is designed for an English literacy support teacher to work with the subject area teacher to reinforce literacy while the curriculum is taught.
- We have developed Inquiry teams for ELL and Special Education to help our students accrue appropriate credit in a timely manner
- We have rescheduled common planning time to develop a freshman committee which will analyze student needs to provide greater support which should translate into improved student performance which will be created and supported in ARIS.
- We have determined that our seniors need greater support as well, so they complete the credit requirements. Thus, an Inquiry team devoted to analyzing student performance will be created and supported in ARIS.

**SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

Goal Number 1	
<b>Goal:</b>	<p>Describe your goal.</p> <p><b>To improve ELL student proficiency levels that will result in a 15% increase in the students transitioning from beginner to intermediate and to advanced learning levels by August of 2010.</b></p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <ul style="list-style-type: none"> <li>• Students will have increased class credit acquisition</li> <li>• Students will have increased Regents credit acquisition.</li> <li>• Students will be able to demonstrate greater fluency based on the data assessments provided in the Writing classes.</li> <li>• Attainment of 11-plus credits per child, per grade level</li> <li>• PLATO literacy program data is expected to show a favorable effect on literacy, skills, and knowledge for both in-school class programming and after-school support.</li> <li>• ARIS reports will show a consistent use of the ARIS community (blog) website and subgroup management tools to discuss student groups and hone inquiry practices</li> <li>• Informal and formal observation reports will show an increase in differentiated instruction, AVID techniques, ARIS data incorporation, and departmental planning.</li> <li>• Data from the Team Teaching class, including student assessments, will show an increase in student fluency, literacy, skills, and knowledge.</li> </ul>

<p><b>Action Plan</b></p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Holding planning conferences designed to assess ARIS data and to develop techniques and strategies for differentiated learning.</li> <li>• Engaging teachers in Pre-Observation conferences to determine how to use ARIS and ELL compliance data, and how to implement data and AVID techniques in instructional planning and practices.</li> <li>• Using observations, which focus on class setting and planning relative to ARIS data use and AVID techniques, to improve instructional practices.</li> <li>• Utilizing Common Planning Time to: align instructional practices; align school, department, teacher, and individualized student goals; and set benchmarks based on goals data for improved student success.</li> <li>• Implementing teacher intervisitations so teachers may focus on best practices across the instructional landscape.</li> <li>• Supporting ELL students by planning Professional Development meetings that incorporate ELL strategies to be used across the curriculum.</li> <li>• Assessing RCT and Regents Exam support systems – tutoring, test prep, lesson planning – for areas of improvement to strengthen student outcomes.</li> <li>• Incorporating the PLATO program for in-class and after school literacy support.</li> <li>• Developing workshops by ELL instructors for ELL parents</li> <li>• Communicating student growth and progress to parents through Progress Letters.</li> <li>• Holding department meetings to discuss ARIS trends and data for planning purposes.</li> <li>• Attaining coherence and alignment with grade level goals.</li> </ul>
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Evidence	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>• AYP data goals will be met</li> <li>• The 15% percent increase in students transitioning from a lower level to a higher level will be realized.</li> <li>• ARIS reports will demonstrate that credit acquisition has improve</li> <li>• RCT and/or Regents scores will improve</li> <li>• Observation reports will be evaluated throughout the year for increased differentiation and literacy structures in the planning process.</li> </ul>
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<b>Goal Number 2</b>	
Goal	<p>Describe your goal.</p> <p><b>To improve student Regents credit acquisition and proficiency in United States History and Global Studies for all students by August 2010 by 10%</b></p>
Measurable Objective	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <ul style="list-style-type: none"> <li>• Students will have increased class credit acquisition</li> <li>• Students will have increased Regents credit acquisition.</li> <li>• Students will be able to demonstrate greater fluency based on the data assessments provided in the Writing classes.</li> <li>• Attainment of 11-plus credits per child, per grade level</li> <li>• PLATO literacy program data is expected to show a favorable effect on literacy, skills, and knowledge for both in-school class programming and after-school support.</li> <li>• ARIS reports will show a consistent use of the ARIS community (blog) website and subgroup management tools to discuss student groups and hone inquiry practices</li> <li>• Informal and formal observation reports will show an increase in differentiated instruction, AVID techniques, ARIS data incorporation, and departmental planning.</li> </ul>
Action Plan	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p>

The 2008-2009 data indicates a number of significant gains as compared with the year before, specifically a 36.2% increase in the number of students who attained a 65 or higher on the Global Regents. Additionally, the number of students acquiring Regents credit for that exam increased by 112. Furthermore, the Progress Report (PR) data indicates that the percentage of student accomplishment doubled when viewing the Performance Indicators. However, the total percentage of 79 is still not at the level expected, and the work accomplished in United States History stagnated. The United States results decreased by 19.2%. However, this was the first year of pure Freshmen and Junior classes going to either exam. When comparing the freshmen from 2007-2008 with 2008-2009, those who took the exam in June of 2009 were less successful by .4% (47.6% to 48%). In either instance, the level of accomplishment was poor and the action plan to address these needs will include the following measures:

- Addressing programming to reducing the class size and teacher-student ratio.
- Reviewing the alignment and coherence of goals (School, department/program, teacher and student)
- Continuing the development of the writing class for the freshman students taking the United States History exam by assessing writing and reading class data.
- Planning for greater differentiation by using ARIS data and incorporating AVID strategies.
- Implementing the PLATO literacy program for both in-school class programming and after-school support and analyzing the resulting data.
- Reviewing ARIS reports (specifically, the ability to create and manage subgroups in the reinvigorated system)
- Using the ARIS Communities (specifically, developing a consistent use of the ARIS community (blog) website to discuss student groups and hone inquiry practices)
- Employing the use of Informal and Formal Observations to assess teacher-planning progress, both departmentally and individually.
- Reviewing data from the Team Teaching class
- Establishing structures during Pre-Observation conferences

Evidence	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>• Analysis of class grades and credit acquisition from term to term.</li> <li>• Evaluation of Regents, and where appropriate RCT, exam grades.</li> <li>• Evaluation and revision (for alignment and focus, where appropriate) of data from school, departmental, teacher, and individualized student goals</li> <li>• Observation reports that demonstrate utilization of AVID techniques and ARIS data in differentiated planning.</li> <li>• Evidence of ELL planning conferences to evaluate student progress and teacher focus.</li> <li>• Reports from ARIS data site and community “blog” sites to demonstrate consistency of use throughout the year.</li> <li>• Evidence of curriculum planning that utilizes AVID strategies, supported by AVID team members.</li> <li>• Assessment of the relationship between students in the writing support class and their level of Regents, RCT (where appropriate) and credit acquisition.</li> </ul>
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Goal Number 3	
Goal	<p>Describe your goal.</p> <p><b>To improve student Performance and Progress 10% by August of 2010 through the implementation of differentiated programming.</b></p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <ul style="list-style-type: none"> <li>• Students will have increased class credit acquisition</li> <li>• Students will have increased Regents credit acquisition.</li> <li>• Students will be able to demonstrate greater fluency based on the data assessments provided in the Writing classes.</li> <li>• Attainment of 11-plus credits per child, per grade level</li> <li>• ARIS reports will show a consistent use of the ARIS community (blog) website and subgroup management tools to discuss student groups and hone inquiry practices</li> <li>• Informal and formal observation reports will show an increase in differentiated instruction, AVID techniques, and ARIS data incorporation.</li> <li>• Data from the Team Teaching class, including student assessments, will show an increase in</li> </ul>

	<p>student fluency, literacy, skills, and knowledge.</p> <ul style="list-style-type: none"> <li>• Analysis of the Advancement Via Individual Determination (AVID) scholarship report will show improved GPAs and credit acquisition.</li> </ul>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> <li>• Programming students based on the literacy levels and/or parental agreement to participate in programs such as AVID.</li> <li>• Developing the English D classes for student who are determined to have greater needs than those in the Ramp Up literacy programs</li> <li>• Providing a .2 to the AVID Coordinator to manage the program</li> <li>• Training a second AVID class teacher who also receives a .2 to help manage the program and to work as the Professional Development (PD) Coordinator for the school community as well as AVID.</li> <li>• Leading by example as Principal teaches the E1D class in a CTT configuration, and open the class to intervisitations.</li> <li>• Allocating funding from the TO to add the E3D and E5D classes and to provide for the E1D CTT class.</li> <li>• Allocating funding for additional teachers to be sent to Florida to be trained in AVID instruction during the 2009 summer institute, thereby increasing the total percentage of AVID trained teachers to 25% of the entire faculty.</li> <li>• Establishing the AVID Teaching Technique of the month program, where an AVID technique, such as Cornell Note taking practices, is introduced and focused upon in all classes during said month.</li> <li>• Mandating the use of AVID binders for all students for all classes, and adjusting the department contracts for class participation to reflect its importance.</li> <li>• Establishing attainable goals for the teachers and students for each class.</li> <li>• Establishing Common Planning Time to be used to assess student progress and adjust measures where appropriate.</li> <li>• Holding ELL planning conferences during common planning time with the administration to assess student progress and teacher focus.</li> <li>• Adjusting Common Planning Time so that a majority of the teachers of Freshmen are available to meet to assess student progress across the curriculum.</li> <li>• Analyzing the CTT Scholarship Report for strengths and areas of improvement.</li> <li>• Assessing affect of ED courses scholarship data and curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Confirming and assessing the consistency of ARIS data use and ARIS community sites (Inquiry Teams).</li> </ul>
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> <li>• Analysis of class grades and credit acquisition from term to term.</li> <li>• Establishment, evaluation and revision (for alignment and focus, where appropriate) of data from school, departmental, teacher, and individualized student goals</li> <li>• Evidence from Regents, and where appropriate RCT, exam grades</li> <li>• Data from school, departmental, teacher, and individualized student goals</li> <li>• Observation reports that demonstrate widespread utilization of AVID techniques and ARIS data in differentiated planning</li> <li>• Evidence of ELL Student progress and teacher focus</li> <li>• Evaluation of ARIS data site and community “blog” sites for consistency of use throughout the year.</li> <li>• Assessment of the relationship between students in the writing support class and their level of Regents, RCT (where appropriate) and credit acquisition.</li> </ul>

Goal Number 4	
Goal	<p>Describe your goal.</p> <p><b>To increase the number of Special Education students attaining credit and Regents diplomas by 5% by August 2010.</b></p>
Measurable Objective	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <p>The objective is to increase special education student achievement by enhancing the Cooperative Team Teaching program, and to reinforce the use of tutoring and literacy strategies. The specific objective metrics used to determine the success of the program are:</p> <ul style="list-style-type: none"> <li>• Increased class credit acquisition</li> <li>• Regents and RCT credit acquisition.</li> <li>• Writing and reading class data.</li> <li>• Attainment of 11-plus credits per child per grade level.</li> </ul>

	<ul style="list-style-type: none"> <li>• ARIS reports (specifically the ability to create and manage subgroups in the reinvigorated system)</li> <li>• ARIS Communities (specifically developing a consistent use of the ARIS community (blog) website to discuss student groups and hone inquiry practices)</li> <li>• Informal and Formal Observations</li> <li>• data from the Team Teaching class</li> <li>• the Advancement Via Individual Determination (AVID) scholarship report</li> <li>• CTT Scholarship Report</li> <li>• ED courses scholarship data and curriculum</li> <li>• Data from new program structures (PLATO, CTT) and existing programs (PM School, Tutoring) to assess program effect on student Progress and/or Performance.</li> </ul>
<p><b>Action Plan</b></p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <p>Based on the data provided below from 2008-2009, our students' performance improved in terms of credit acquisition and Regents and/or RCT accomplishment. Last year, the programming of RCT review classes resulted in an overall increase in RCT attainment of 1%. We also tripled the number of students attaining RCT credit from 6 the year before in Mathematics to 18 last year. The number of students attaining Regents exam credit increased from 22 to 27, with eight students attaining Global credit. This year we plan the following:</p> <ul style="list-style-type: none"> <li>• Uploading and positing IEP information at our school website for all teachers who will be provided with security access to their students.</li> <li>• Providing parents with access to the website for IEP review authority once appropriate security measures are normalized.</li> <li>• Developing and implementing Professional Development (PD) to communicate instructional needs for our Special Education population.</li> <li>• Assess the rate of completion for Triennials; IEPS will be completed as indicted by the IEPs.</li> <li>• Analyzing and revising goals for the writing class</li> <li>• Reducing teacher-student ratio by addressing programming</li> <li>• Informal and Formal Observations will be used to assess teacher-planning progress departmentally and individually.</li> <li>• Reviewing student and teacher goals on a continuous basis to assess alignment and focus</li> <li>• Analyzing Regents, and where appropriate RCT, grades</li> <li>• Using and analyzing the effectiveness of AVID techniques across the curriculum.</li> <li>• Using ARIS data to plan for differentiation.</li> <li>• Holding ELL planning conferences during common planning time with the administration to assess student</li> </ul>

progress and teacher focus.

- Confirming and assessing the consistency of ARIS data use and ARIS community sites.
- Programming all freshmen for the United States Regents except for those students in special education who, based on IEP needs and ARIS data, need greater literacy support. These students have been given the Global classes so they have more time to develop literacy skills.
- Adjusting Common Planning Time so that a majority of the teachers of Freshmen are available to meet to assess student progress across the curriculum.
- Expanding the CTT program again and hiring two additional teachers for Special Education whose specialties are Social Studies and Mathematics.
- Expanding the Self-Contained programs.
- Engaging teachers in Pre-Observation conferences to determine how to use ARIS and ELL compliance data, and how to implement data and AVID techniques in instructional planning and practices.
- Using observations, which focus on the class setting and planning relative to the use of ARIS data, AVID techniques, differentiated planning and student-focused activities, to improve instructional practices.
- Utilizing Common Planning Time to: align instructional practices; align school, department, teacher, and individualized student goals; and set benchmarks based on goals data for improved student success.
- Implementing teacher intervisitations so teachers may focus on best practices across the instructional landscape.
- Consistent review of student IEP and subject level goals with teacher goals to assess alignment and focus
- Reviewing data from the Team Teaching class
- Analyzing the Advancement Via Individual Determination (AVID) scholarship report
- Analyzing the CTT Scholarship Report
- Assessing affect of ED courses scholarship data and curriculum.
- Analyzing Data from new program structures (PLATO, CTT) and existing programs (PM School, Tutoring) to assess program effect on student Progress and/or Performance.

<b>Evidence</b>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>• Analysis of class grades and credit acquisition from term to term.</li> <li>• Assessments of alignments and focus between student IEP and subject level goals with teacher goals</li> <li>• Evidence and Analysis of Regents, and where appropriate, RCT grades</li> <li>• Analysis and review of aligned teacher, grade level, department and school goals</li> <li>• Evidence from observation reports of widespread utilization of AVID techniques and ARIS data in differentiated planning</li> <li>• Evidence of ELL Student progress, student work, and teacher focus</li> <li>• Evidence of ARIS data site and community “blog” sites for consistency of use</li> <li>• Evaluation of the relationship between students in the writing support class and their level of Regents, RCT (where appropriate) and credit acquisition</li> <li>• Evaluation of the success of the CTT and Self-contained programs as reflected by the data culled from Regents results and class credit accumulation.</li> </ul>
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<b>Goal Number 5</b>	
<b>Goal</b>	<b>TO ENSURE THAT THE PERCENTAGE OF STUDENTS GRADUATING FROM JKO ATTENDING FOUR-YEAR COLLEGES AND THOSE PARTICIPATING IN SERVICE LERNING PROGRAMS INCREASES BY 10% AS OF AUGUST 2010</b>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <ul style="list-style-type: none"> <li>• The number of students participating in community learning service programs will increase.</li> <li>• The percentage of students attending college or university upon graduation from JKO will increase.</li> <li>• Student internships will increase in number and variety.</li> <li>• Senior credit and graduation data will improve as a result of communal focus.</li> <li>• An alumni association will ensure future success and opportunities for JKO graduates.</li> </ul>
<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Reviewing college acceptance letters and coordinating with CUNY, SUNY and Private Colleges to confirm data.</li> <li>• Establishing an alumni association to ensure future success and opportunity for JKO students</li> </ul>

	<ul style="list-style-type: none"> <li>• Continuing the development of the community service program by holding meetings that include Community Service Coordinator, Coordinator of Student Affairs (COSA) and Business Outreach Liaison and the College Advisor.</li> <li>• Developing liaison with teachers and external organizations to develop communal constructs.</li> <li>• Providing the COSA and Community Outreach Coordinator with a .2 to manage their respective programs.</li> <li>• Creating a schedule of events, protocols and rituals that will be used to develop community service credit that will be allocated so long as the students reach the hourly requirements.</li> <li>• Increasing student college and university options.</li> <li>• Increasing internship participation rate.</li> <li>• Utilizing student and parent surveys to assess program success.</li> </ul>
<p style="text-align: center;"><b>Evidence</b></p>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>• Reports and data from the Community Service Coordinator to evaluate the progress of the program</li> <li>• ARIS reports that show an increase in the number of students attaining community service credit will increase.</li> <li>• The number external organizations working with our students and staff will increase.</li> <li>• Creation of an Alumni Association.</li> <li>• The percentage of graduates who are to attend four-year colleges will increase by 10%</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELL Program

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve ELL student proficiency levels that will result in a 15% increase in the students transitioning from beginner to intermediate and to advanced learning levels by August of 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Planning conferences designed to assess ARIS data and to develop techniques to plan for differentiated learning will be held.</li> <li>• Engaging teachers in Pre-Observation conferences designed to determine how to use ARIS and ELL compliance data to implement the use of data and techniques (AVID) to hone instructional practices.</li> <li>• Using observations, which focus on the class setting and planning relative to the use of ARIS data and AVID techniques to improve instructional practices.</li> <li>• Utilizing Common Planning time will be used to align instructional practices, teacher, school, and department and individual student goals. The statistics noted above will be reviewed during the meetings to set benchmarks for improved student success.</li> <li>• Implementing teacher intervisitations will be used so our teachers may focus on best practices across the instructional landscape.</li> <li>• Planning PD that will incorporate ELL strategies to be used across the curriculum to support our students in all of their classes.</li> <li>• Reviewing RCT and Regents supports—tutoring, test prep and lesson planning—will be strengthened and realigned to improve student outcomes.</li> <li>• Incorporating the PLATO program will be used for in-class and after school literacy support.</li> <li>• Attending and developing Workshops will be held for parents by ELL instructors.</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicating student growth by using Progress Letters.</li> <li>• Holding Department Meetings to discuss findings and to use data to plan</li> <li>• Attaining coherence and alignment with grade level goals</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Intermediate, Advanced and Beginner learners have been more greatly differentiated programmatically.</li> <li>• Students have been programmed based on their level and this information has been shared with the instructors as well as the counselors.</li> <li>• Title III funds will be used to partially purchase PLATO literacy software for both in –class and</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Improved attendance per class period and a decrease in cutting</li> <li>• Data assessment meetings to be held with the team to ascertain learning patterns</li> <li>• ARIS to be used by the teachers to assess student needs</li> <li>• Report Cards and Transcript reviews.</li> <li>• Analysis and assessing student progress in attaining 11-plus credits per child per grade level</li> <li>• Collaboration between the grade advisors, counselors and the respective Assistant</li> <li>• Principals to develop the most appropriate programs.</li> <li>• Strategy meetings with ELL teachers so as to assess best practices</li> <li>• Using Low Interest Transcript assessment by the Inquiry team to assess and assist teacher pedagogical practices.</li> <li>• Individual grade level goals to be established and to serve as part of the planning of units and lessons.</li> <li>• Review the last decade’s worth of Regents exams to assess literacy challenges.</li> <li>• A greater percentage of students graduate from term to term and their Regents exams.</li> <li>• Presently 55.2% of students in ELL earn 11+ credits; more students will gain the extra credit and it is expected that we will receive extra credit on the Progress Report as a result of this fact.</li> <li>• Projected Gains: There will be a 10% increase in the percentage of ELL students successfully completing their course credit work and graduating to the next level of instruction.</li> </ul>

**Subject/Area (where relevant):** United States History and Global Studies

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve student Regents credit acquisition and proficiency in United States History and Global Studies for all students by August 2010 by 10%.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Reducing the number of students per class to reduce the teacher-student ratio.</li> <li>• Reviewing the alignment and coherence of goals (School, department/program, teacher and student)</li> <li>• Improving Regents credit acquisition based on exam results</li> <li>• Increasing the number class/term credits earned per term</li> <li>• Continued development of the writing class for the freshman students taking the United States History exam</li> <li>• Reviewing of the ARIS data will be used by teachers as they plan for greater differentiation</li> <li>• Writing and reading class data.</li> <li>• Attaining of 11-plus credits per child per grade level.</li> <li>• Analyzing the effectiveness of the PLATO literacy program data for both in-school class programming and after school support</li> <li>• Reviewing ARIS reports (specifically the ability to create and manage subgroups in the reinvigorated system)</li> <li>• Using the ARIS Communities-specifically developing a consistent use of the ARIS community (blog) website to discuss student groups and hone inquiry practices</li> <li>• Employing the use of Informal and Formal Observations to assess teacher-planning progress departmentally and individually.</li> <li>• Reviewing of data from the Team Teaching class</li> <li>• Pre-Observation conferences will be used to establish structures</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Humanities meetings will be held monthly.</li> <li>• Common Planning time will be used to assess and plan for greater student achievement.</li> <li>• Professional Development Case Study Projects will be used as a core of professional discussions and analysis.</li> <li>• Regents Review classes will be offered in the Fall and Spring of 2009-2010.</li> <li>• PM school will be held for those in need of credit and preparation for the respective Regents exams.</li> <li>• PLATO literacy program will be incorporated into the fabric of the instructional program</li> <li>• HH1U or classes for those who have not passed the Regents exam and/or the related course will be planned.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Improved Regents results in Global Studies and United States History.</li> <li>• Regents Scores will demonstrate how well our students have improved from the previous testing period.</li> <li>• Class/Term Passing Rates are to improve based on the increased level of preparation</li> <li>• Weekday Tutoring Programs will be instituted</li> <li>• PM School Classes will be planned based on student performance</li> <li>• Observations and Informal Observations will be used to assess teacher preparation and implementation.</li> <li>• Grade level meetings will be used to assess common instructional issues determined across the subject areas.</li> <li>• Department Meetings will be held to discuss findings and to use data to plan</li> <li>• We are offering a Global 3-4 class as a review class. We will prepare a new timeline for Global studies at the end of the school year</li> <li>• Regents Scores will demonstrate how well our students have improved from the previous testing period.</li> <li>• Class/Term Passing Rates are to improve based on the increased level of preparation</li> <li>• Weekday Tutoring Programs will be instituted</li> <li>• PM School Classes will be planned with student needs in mind.</li> </ul>

**Subject/Area (where relevant):** School wide Programs-CTT, AVID, PLATO Literacy Program and Self Contained

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student Performance and Progress 10% by August of 2010 through the implementation of differentiated programming.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Programming students based on the literacy levels and/or parental agreement to participate in programs (AVID).</li> <li>• Developing the English D classes for those who are determined to have greater needs than those in the Ramp Up literacy programs</li> <li>• Providing a .2 to the AVID Coordinator to manage the program</li> <li>• Training a second AVID class teacher who also receives a .2 to help manage the program and to work as the Professional Development (PD) Coordinator for the school community as well as AVID.</li> <li>• Leading by example as they teach the E1D class in a CTT configuration, and open the class to intervisitations.</li> <li>• Funding was allocated from the TO to add the E3D and E5D classes and to provide for the E1D CTT class.</li> <li>• Additional teachers were sent to Florida for AVID instruction bringing the total percentage of AVID trained teachers in the school to 25%.</li> <li>• Establishing the AVID Teaching Technique of the month program where an Avid technique, such as Cornell Note taking practices, are introduced and focused upon in all classes during said month.</li> <li>• Mandating the use of AVID binders for all students for all classes and adjusting the department contracts for class participation to reflect its importance.</li> <li>• Establishing attainable goals for the teachers and students for each class.</li> <li>• Establishing common planning time to be used to assess student progress and adjust measures where appropriate.</li> <li>• To adjust common planning time so that a majority of the teachers of Freshmen are available to meet to assess student progress across the curriculum.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• The AVID Coordinator and PD Coordinator have been provided with one period off daily (teaching 4 classes) each to manage the respective programs.</li> <li>• A counselor serves as the liaison for Special Education and College outreach services.</li> <li>• A counselor has been designated as the liaison for ELL services.</li> <li>• Four (4) additional teachers from across the curriculum were sent for initial training in</li> </ul>

	<p>AVID training at approximately \$300.00 per person.</p> <ul style="list-style-type: none"> <li>• The school wide structure requires that an AVID technique be used per month by all teachers, so they may vary their instructional practices and enliven the class experiences.</li> <li>• Twenty-five (25) PLATO licences were purchased for approximately \$24,000 and PD will be provided.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• AVID, ELL and Special Education structures are adopted and used by teachers from across the curriculum.</li> <li>• Students demonstrate improved performance as evinced by credit acquisition.</li> <li>• Transferable skills will be evident from one class to the next based on the uniformity of instruction across the curriculum.</li> <li>• Walkthroughs of self-contained and the writing and math labs will reveal trends and instructional progress.</li> <li>• Department Meetings will be held to assess student learning and instructional methodologies.</li> <li>• Strengthened technological support</li> <li>• Instructional goals will be shared within and across departments.</li> <li>• PLATO is to begin in the Spring 2010 term</li> </ul>

**Subject/Area (where relevant):** Special Education

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of Special Education students attaining credit and regents diplomas by 5% by August 2010.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Uploading and positing IEP information at our school website for all teachers who will be provided with security access to their students.</li> <li>• Providing parents with access to the website for IEP review authority once appropriate security measures are normalized.</li> <li>• Developing and implementing Professional Development (PD) used to communicate instructional needs for our Special Education population.</li> </ul>

- Assess the rate of completion for Triennials and IEPs will be completed as indicted by the IEPs.
- Analyzing and revising goals for the writing class
- Reducing Programmatic reduction of students per class to reduce the teacher-student ratio.
- Improvement in class grades and credit acquisition from term to term.
- Review of student and teacher goals on a continuous basis to assess alignment and focus
- Analyzing Regents, and where appropriate RCT, grades
- Using and analyzing the effectiveness of AVID techniques across the curriculum.
- Using ARIS data to plan for differentiation.
- Observations will focus on the use of ARIS data for differentiated planning and student focused activities.
- ELL planning conferences will be held during common planning time with the administration to assess student progress and teacher focus.
- Confirming and assessing the consistency of ARIS data use and ARIS community sites.
- Programming all freshmen for the United States Regents except for those students in special education who, based on IEP needs and ARIS data, need greater literacy support. These students have been given the Global classes so they have more time to develop literacy skills.
- To adjust common planning time so that a majority of the teachers of Freshmen are available to meet to assess student progress across the curriculum.
- We have expanded the CTT program again and hired two additional teachers for Special Education whose specialties are Social Studies and Mathematics.
- Self Contained programs have been expanded.
- Engaging teachers in Pre-Observation conferences designed to determine how to use ARIS and ELL compliance data to implement the use of data and techniques (AVID) to hone instructional practices.
- Using observations, which focus on the class setting and planning relative to the use of ARIS data and AVID techniques to improve instructional practices.
- Utilizing Common Planning time will be used to align instructional practices, teacher, school, and department and individual student goals. The statistics noted above will be reviewed during the meetings to set benchmarks for

	<p>improved student success.</p> <ul style="list-style-type: none"> <li>• Implementing teacher intervisitations will be used so our teachers may focus on best practices across the instructional landscape.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Students will be programmed based on data culled from IEPs, ESL needs, literacy levels (Gates Exam) and math levels (JKO assessment).</li> <li>• To program self contained classes in each of the main subject areas-Math, Science and English and History.</li> <li>• To have the coordinator plan IEP meetings and coordinate with teachers of special education and non special education courses.</li> <li>• To improve upon the timely completion of Triennials.</li> <li>• To enlighten the educational community as to the needs for each student of special education through Professional Development (PD) sessions and by equipping pedagogues with student lists.</li> <li>• To provide English and Mathematics literacy scores culled from the 7<sup>th</sup> grade exams and those taken upon entry to JKO.</li> <li>• To promote higher education (college) goals for those students who seek to continue to obtain increased educational opportunities.</li> <li>• Funding will be allocated for weekday tutoring, Saturday tutoring and PM school.</li> <li>• Case studies will be shared departmentally and in larger faculty meetings.</li> <li>• Specific instructional goals will be set by each teacher and across departments as a result of the findings culled from the case studies.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• CAP Data</li> <li>• Monitor new CTT Freshman Program of 5 classes held daily and last year's freshmen who are now sophomores.</li> <li>• Sub categories- Special Education and those who are in need of literacy support will have targeted academic intervention support.</li> <li>• Walkthroughs of self-contained and the writing and math labs will reveal trends and instructional progress.</li> <li>• Department Meetings will be held to assess student learning and instructional methodologies.</li> <li>• Strengthened technological support</li> </ul>

	<ul style="list-style-type: none"> <li>• Instructional goals will be shared within and across departments.</li> <li>• Special Education students will be assessed based on skill level.</li> <li>• Our teachers will review IEPs and goals will be adjusted based on student progress.</li> <li>• Progress Report data for students in Special Education programs and an analysis of the bottom third will be used to hone programs.</li> <li>• Samples of testing modifications embedded in classes will be collected to illustrate structures</li> <li>• Projected Gains: There will be a 25% increase in the percentage of student who graduates with Regents diploma as compared with the graduating class of 2008.</li> <li>• 25% increase in credit accumulation</li> </ul>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>TO ENSURE THAT THE PERCENTAGE OF STUDENTS GRADUATING FROM JKO ATTENDING FOUR-YEAR COLLEGES AND THOSE PARTICIPATING IN SERVICE LEARNING PROGRAMS INCREASES BY 10% AS OF AUGUST 2010</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Developing the program by scheduling the community service coordinator, Coordinator of Student Affairs (COSA) and Business Outreach Liaison to meet with the College Advisor to develop community service projects.</li> <li>• Liaison with teachers and external organizations to develop communal constructs.</li> <li>• Providing the COSA and Community Outreach Coordinator with a .2 to manage their respective programs.</li> <li>• Creating a schedule of events and protocols and rituals that will be used to develop a community service credit will be allocated so long as the students reach the hourly requirements.</li> <li>• Increasing student college and university options.</li> <li>• Increasing internship participation rate.</li> <li>• Utilizing student and parent surveys to assess program success.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where</p>	<ul style="list-style-type: none"> <li>• Each teacher will meet with the principal to establish Personal Professional Pedagogical Goals (PPGs).</li> <li>• The Professional Development (PD) plan will focus on the development of student goals and grade level goals.</li> </ul>

<i>applicable.</i>	<ul style="list-style-type: none"> <li>• Assistant Principals (APs) will develop department goals and turnkey those goals in department meetings—common planning time will be allocated.</li> <li>•</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• The number of community service projects will increase.</li> <li>• The number of students attaining community service credit will increase.</li> <li>• The number external organizations working with our students and staff will increase.</li> <li>• The Alumni Association will be created.</li> </ul>

**REQUIRED APPENDICES TO THE CEP REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	65	48	94	111	20	NA	16	5
10	NA	22	15	80	13	NA	9	1
11	NA	76	36	76	13	NA	7	0
12	32	25	42	39	5	NA	5	1

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Ramp up classes are provided for lower level English skills freshmen during school day by English teachers. A new EDT class core is provided to students who we have tested and found need pre-ramp up instruction. All in-coming freshmen, and sophomores, are tested using the Gates S and T exams. Collaborative Team Teaching (CTT) and self-contained courses are offered to 9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> grade students during the day by Special Education teachers. A collaborative class designed to improve literacy skills for sophomores is taught by an English teacher and a Social Studies teacher. Another Social Studies class is taught as a collaborative experience between an ELL and Social Studies teacher.
Mathematics:	Math labs offered during the day to students in the 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grades who need to pass the Math A and B Regents. Offered in large class size groups. Team teaching and self-contained classes offered during the day to 9 <sup>th</sup> and 10 <sup>th</sup> grades by special education teachers. Offered in smaller groups. Tutoring offered to all in need after school to small groups two days a week.
Science:	Team Teaching and Self-contained classes are offered during the day to 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grades in Horticulture and Environmental Science by Special Education teachers.
Social Studies:	American History Regents prep courses offered during the school day to grades 9-12 for all students who need to pass the American History Regents. This is offered in large class size groups by a Social Studies teacher. An American History ELL course is offered during the school day for a small group by an ESL teacher.
At-risk Services Provided by the Guidance Counselor:	At risk services provided by three guidance counselors during the day to various students in their caseloads. The high risk students are seen on a routine basis. These are usually provided on a one-to-one basis.
At-risk Services Provided by the School Psychologist:	At risk services are provided during the day to all students assigned mandated counseling. One-to-one and group counseling sessions are provided.

At-risk Services Provided by the Social Worker:	At risk services provided by our social worker during the day through our freshman focus and health classes. Teen Choice Program available to students who qualify to participate. These are provided in both one-to-one and group sessions.
At-risk Health-related Services:	Presently, there are four (4) students who have missed time for a variety of health issues ranging from heart transplant surgeries and liver transplants to Lupus. Our school nurse monitors the students and collaborates with the families for all medical issues. Academically, our guidance counselors and PPT work to provide all academic work. Additionally, tutoring and other support is provided as part of the overall school program. All administrators have been informed of the medical issues.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a) – REFERENCE PAGES 75 TO 80**

**Form TIII – A (1)(a)**

**Grade Level(s)** 9-12                      **Number of Students to be Served:** 60 LEP 641 Non-LEP

**Number of Teachers** 1 ESL / 45 Non-ESL                      **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service

provider and qualifications.

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JKO LEP students are scheduled for two ESL classes each day, or are scheduled for one ESL class and one English (ELA) class. In addition to these traditional classes, this target population will receive supplemental instruction and services, which will include: after school tutoring; Regents examination preparation; literacy instruction through technology by use of the PLATO program. All instruction will be provided in English, as there is no bilingual program in this school. Tutoring will provide LEP students with supplemental instruction in all content areas; Regents preparation, which will be conducted both after school and on a specified number of Saturdays, will be subject-specific. ELL students also receive services from a host of other professionals, namely: four guidance counselors, one speech therapist, one parent coordinator, and one school therapist. Students transitioning from middle-to-high school are required to attend a student/parent orientation. In addition, students are required to take a “Freshman Focus” course which provides aid in their transition. Topics such as peer friendships, organization, health topics, and information regarding transitioning into high school are discussed. Students are also required to take ramp-up classes and writing labs.

### **Title I Saturday and After School Academy**

**The Regents** preparation program will be open to both LEP and non-LEP students and will be funded by Title I SWP allocations. Tutoring and Regents preparation will be conducted by highly-qualified teachers, as per NCLB guidelines. **The Saturday Regents Preparation Program** will run a minimum of five Saturdays in December 2009 and January 2010 to prepare students for Regents Examinations administered in January 2010, and five Saturdays in May 2010 and June 2010 to prepare students for Regents Examinations administered in June 2010. The program will run three hours per Saturday, and will be offered in the following subject areas: Integrated Algebra/Geometry/Advanced Algebra and Trigonometry/English Language Arts (ELA)/Living Environment/Earth Science/United States History and Government/Global Studies (Chemistry Regents preparation will be offered only as an afterschool program.) Furthermore, for those Special Education students who qualify for RCT Examinations, preparation for these examinations will be built into the Saturday program. Students are offered the opportunity to attend various subject preparations if they are scheduled for multiple examinations including after school tutoring classes with certified content area teachers. Those students who attend will be provided with Office of Pupil Transportation issued two-trip MetroCards to offset the cost of transportation to the Saturday program. These programs are funded with Title I funds and is for all students in our school including ELLs and Special Education students. These programs are at no cost to Title III.

### **Title III After School Program**

After analyzing the NYSESLAT modalities we have identified the areas of need of our ELL students. Our ELL students have demonstrated high levels in the listening and speaking modalities but show a gap in the reading and writing modality. The ESL and content area teachers looked at their student work very closely and determined that the ELLs need to work on literacy and writing skills, academic language and language development skills to be successful on their content area and ELA Regents. The ELL teachers investigated various research based computer programs that would focus on these areas of need and found that the PLATO program would meet the needs of our students. The administration decided to set aside funds to purchase this program for the ELL students and for the non ELL students in the school after analyzing the success rate of the program. For this reason, twenty five PLATO licenses will be purchased through a combination of TL Fair Student Funding and Title III Funding. Of these 25

licenses, 8 will be paid for with Title III funds, and will be used to improve literacy among LEP students in an afterschool program that will run as follows: ELL students will attend a Literacy-through-Technology program two afternoons per week, two hours per afternoon, for a total of eight weeks in a cycle (for a total of 32 hours per cycle.) There will be two eight-week cycles, for a total of 64 hours available for literacy for LEP students. Each cycle will service a group of 15-25 students for a total of 50 students within both cycles. The Literacy-through-Technology Program will be administered afterschool (from 3:50 PM until 5:50 PM) by the certified ESL teacher. The assessment of advances in literacy will be made not only by the ESL teacher, but by teachers of ELA (including the one English teacher who is dually state-certified in both English and literacy.) as well as content area that work with ELLs.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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JKO hosts several mandatory professional development workshops dedicated to informing the JKO staff about ELL student needs. These workshops are an integrated part of the professional development calendar. Topics include:

- ESL strategies in the classroom
- Cultural sensitivity and awareness
- Differentiated Instruction in ELA and Content Area for ELLS
- Looking at ELL Data to Inform Instruction

JKO has invited ELL supporters from the ISC and the CLSO to professional development meetings to discuss the academic needs of ELLs. Additionally, the ELL staff members are dispatched to workshops and meetings regarding specific ELL developments and specialized strategies to meet the needs of the ELL population.

All teachers are informed on a continuous basis of other professional development opportunities focusing on second language acquisition. The **BETAC** Newsletter which contains a wealth of ESL information is available to teachers. In addition, monolingual classroom teachers have the opportunity to attend outside workshops.

**Description of Parent and Community Participation**—Explain how the school will use Title III funds to increase parent and community participation ELLs:

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JKO’s Parent Coordinator and our PTA work very closely to assure the all our parents participate in various workshops geared the needs of our students throughout the school year. Some of the workshops offered by our Parent Coordinator, who is bilingual, are the following:

- Content Area Standards
- Credit Accumulation
- Health Clinics
- Housing Issues

This year we will have four additional workshops in conjunction with the Parent Coordinator to meet the needs of all our parents including the parents of our ELL population. Four parent workshops will be conducted by the ESL teacher and the Bilingual Guidance Counselor. These workshops will last two hours each, and will be held after school on dates to be determined during the Spring semester of 2010. The ESL teacher and guidance counselor will be paid with Title III funds that will be scheduled as per session. The workshops will be open to the parents/guardians of both LEP students and non-LEP students. The four workshops will cover the following topics:

- Graduation Requirements
- Supplemental Instructional Programs
- Regents Examination Issues
- Literacy Concerns.

Title III Parent Involvement funds will be used to provide snacks/refreshments for those parents who attend, and two-trip MetroCards will be provide to offset the transportation costs of those parents who attend.

**Form TIII – A (1)(b)**

**School: Jacqueline Kennedy Onassis High School      BEDS Code: 310200011529**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b> \$15,000.00		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> -Per Session -Per Diem	<b>\$4,021.12</b>	<u><b>After School PLATO Program</b></u> <u><b>Literacy-through-Technology</b></u>  1 ESL Teacher x 32 sessions x 2 hours per session x \$49.89 = \$3,192.96  <u><b>Parent Involvement</b></u> 1 ESL Teacher x 4 meetings x 2 hours per meeting x \$49.89 = \$399.12 1 BL Guidance Counselor x 4 meetings x 2 hours per meeting x \$53.63 = \$429.04
<b>Supplies and materials</b> - Must be supplemental.	<b>\$2,458.88</b>	Bilingual Translation Dictionaries in various languages for LEP students; NYCESLAT practice materials/workbooks for LEP students.

<ul style="list-style-type: none"> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>		
<b>Educational Software (Object Code 199)</b>	<b>\$7,680.00</b>	8 Plato licenses for use by ELL students for Literacy-through-Technology (one license costs \$960 per student per calendar year).
<b>Other Parent Involvement</b>	<b>\$840.00</b>	<p>160 Gold MetroCards @ \$2.25 per MetroCard = \$360 for cost of parent transportation to afterschool workshops for parents of LEP</p> <p>160 Refreshment/Snacks @ \$3.00 per snack for parents of LEP students who attend afterschool workshops</p>
<b>TOTAL</b>	<b>\$15,000.00</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**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.

**Data regarding translation/interpretations needs are obtained through the Home Language Survey report.**

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

**The foremost language spoken in students' homes, outside of English, is Spanish. All mailings and automated phone messaging is conducted in both English and Spanish. Situations involving language other than English and Spanish are handled on a case-by-case basis.**

#### **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.

**Written translation into Spanish is performed by a bilingual secretary. In the event of the need to translate into any other language, staff members are conscripted to perform such translation.**

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.

Oral interpretation is conducted in Spanish by the bilingual secretary, the bilingual Parent Coordinator, and the bilingual guidance counselor; interpretation into other languages is conducted by in-house staff. If a language is involved which is not spoken by a staff member, then outside assistance (from within the DOE) is sought.

- 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>.

As delineated above.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$530, 525	\$30, 648	\$561, 173
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,305		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$307	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$26, 526		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1, 533	
6. Enter the anticipated 10% set-aside for Professional Development:	\$26, 526		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

- Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **95.8%**

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**Staff members will be offered opportunities to take appropriate college classes that will categorize them as highly qualified. Staff will be reimbursed accordingly.**

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

### **SCHOOL PARENTAL INVOLVEMENT POLICY**

#### **PART I - GENERAL EXPECTATIONS**

**NOTE:** Each school level Parental Involvement Policy must establish the school's expectations for parental involvement based upon the District Parental Involvement Policy. [*Section 1118- Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA*]

Jacqueline Kennedy Onassis High School for International Careers (JKO) agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

- *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
  - that parents play an integral role in assisting their child’s learning;*
  - *that parents are encouraged to be actively involved in their child’s education at school;*
  - *that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
  - *The carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.*

## **PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. Jacqueline Kennedy Onassis High School For International Careers (JKO) will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
  - Have parents participate in School Leadership Teams (SLT) meetings to review educational support participants and other policy measures.
  - To have parents participate in Business Council Meetings to coordinate with community supporters and develop tangible resources.
  - Invite parents to participate in the planning development phase of various events such as groundhog days, careers days and awards ceremonies.
  
2. JKO will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
  - The parents will be part of the practice Quality Review process to be used at JKO as well as the actual Quality Review process.
  - The parents will be provided with the academic qualifications of the classroom teachers
  - The parents will receive information on the level of achievement of the parents’ child in each of the state academic assessments.
  - The parents will receive timely notice of all school activities.

- The parents will have access to the new ARIS program by using the Parent Link option.
  - The parents will have access to the School Surveys and related data.
  - Parents will be asked to participate in the development of strategies designed to increase active parent participation in the educational process.
3. JKO will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: (**Insert programs, such as:** Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs) by being fully informed of and involved in the implementation of:
- PM school programs to be held in the Spring and Fall of 2009-2010.
  - Home instruction programs
  - Junior Achievement programs
  - Specialty business programs—Virtual Enterprise. Travel and Tourism and Accounting
  - Business Internship and College Now programs
  - Mentoring programs
  - Exchange programs with schools located internationally
4. JKO will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- A survey will be mailed to all parents to determine how they presently perceive access to the administration and staff to provide us with data to create better involvement opportunities for parents. The surveys will be provided quarterly to serve as a review of the new policies and to adjust them as the term unfolds.
  - Parent meetings independent of the SLT or PA will be used to bring teachers, administrators and parents together to discuss educational strategies and community needs.
  - The ultimate responsibility for the initiation and implementation of the program is the principal's and his administrative staff.
  - Parents will play an integral role in that they will be working very closely with the administration and staff to develop activities and hone the educational process. For instance, we plan to expand the drama program, introduce Mathematics (Pi Day!), Sciences, English, Social Studies and Business Fairs. Parental involvement is of paramount importance to develop a greater sense of community and to become active participants in observing the learning process.

5. JKO will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Increased college-university visits
- Poetry and/or Drama Productions
- Creation of a News and Mass Media Center
- Development and implementation of a community service plan.
- Coordination with CBOs
  
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

Parents will be fully informed of the state academic content standards and how the programs are tailored to support and exceed these standards as they are provided with the revised course curriculums. The parents will be provided with the statistical history for passing state standards at JKO for their review and analysis through dissemination of the school report card. The parents have been informed that we are incorporating inquiry-based, student-centered activities, which will include: projects, student presentations and group activities within class settings. New Title 1, Part A requirements will be disseminated through the SLT and PA membership. Student progress will be monitored through report card grades, parent update-contact letters, phone calls and individual parent-teacher meetings to be held at the teachers' and parents' request. Parents will have an opportunity to work through the SLT and PA to develop programs intended to coordinate student, teacher and parent activities. ELL, Special Education and parent-student workshops will be provided for parents.

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - Offering ESL/ELL workshops
  - Provide literacy workshops for students and parents.
  - Computers are made available in the computer labs.
  - Texts are given to the students for home use and a second set is placed in the classroom for student use.
  - Graphing calculators are distributed to all students.
  - Literacy techniques and materials are distributed to parents through a specialized mailing.
  - Curriculum is given to each student per grade level and sent to each home via mailing.
  - Summer reading lists were provided in the class setting and mailed home for parental use/understanding.
  - Access to the Parent Link in ARIS

- The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
  - JKO communicates with parents through translated, specialized mailings, update/summary letters, the use of the automated phone master communication system and the JKO website ([www.jkohs.org](http://www.jkohs.org)) .
  - The Parent Coordinator will create and mails a monthly newsletter to the parents to update them on student and programmatic progress.
  - SLT and PA meetings are established immediately and the information is disseminated for parental use, understanding.
  - A yearly calendar is created and shared with the SLT for their input and dissemination to the parents as a whole.
  - All mailings are written in English and Spanish for parental ease.
  - Email address for all staff (teachers, administrators and counselors) will be made available to parents through the school website.
  
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
  - PM school and summer enrichment programs
  - Data update letters and new progress reports
  - Home instruction programs
  - Junior Achievement programs
  - Specialty business programs—Virtual Enterprise. Travel and Tourism and Accounting
  - PricewaterhouseCoopers Internship programs
  - Mentoring programs
  - College/university trips
  - Exchange programs with schools located internationally
  - Community-based programs
  
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

All information sent to the parents' or guardians' homes is written in Spanish and English to help our parents better understand the context of the information sent. Approximately 56.52% of our students come from bi-lingual households and many of the parents/guardians find it easier to have both the English and Spanish versions of school information. We distribute report cards, letters, memos, new procedures, security-safety pieces and newsletters directly to the students and then mail a copy to the homes just to ensure parental review.

### **PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

Other activities may include:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Reimbursing reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement; participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may request.

#### **1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

#### **SCHOOL-PARENT COMPACT**

Jacqueline Kennedy Onassis High School for International Careers (JKO) and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2006-2007.

## **PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **School Responsibilities**

**Jacqueline Kennedy Onassis High School will:**

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
  1. A Regents-based curriculum that incorporates standardized curriculum outlines, formalized text selection and uniform midterms and finals.
  2. To continue to develop inquiry, data-driven analysis of student needs. Based on this analysis, we have incorporated new CTT structures for students in the bottom third for English and Social Studies; we have increased the number of Advanced Placement (AP) offerings; double English classes (Ramp Up or English Literature and a writing course) continue to align skill and knowledge needed in the United States History program.
  3. The use of Phonemic Awareness and Vocabulary Extension Strategies in the ELL and ELA classes monitored through graphic and semantic organizers and questioning techniques

- **Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent-teacher conferences are held at the end of the first marking period for each term based upon the distribution schedule for report cards. One Thursday evening and one Friday morning time period are provided. Parents are offered alternate times to meet with parents should they be unable to meet on the established dates.

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Progress reports, report cards, phone calls and letters are provided to the parents to keep them apprised of student progress. The phone calls and letters are used by the teachers as they see the need, but student grades, attendance and lateness are reviewed by the Principal, AP PPS and AP Supervision and the teachers meet with an administrative member to confirm the parents/guardians have been contacted by the school.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Parents have full access to the teachers and administrative staff on open school day and night sessions, through the SLT and PA meetings as well. Should a parent want to speak with a teacher or administrator, the parent communicates this need to the counselor, teacher, AP or Principal and a meeting is scheduled. The teacher, AP or Principal will have the appropriate documentation ready for the meeting. Should a parent come to the building unannounced, he or she will have a meeting with any key staff member who is available. No parents are turned away at JKO.

- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

All parents have the right and are encouraged to actively participate in their children's educational experiences. Parents traditionally participate through the Parent's Association (PA) or School Leadership Team (SLT) meetings. Tours of the building and mirror programs are provided to parents who wish to either review the facilities or shadow their children to get a sense of the program.

## **Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

- Supporting my child's learning by making education a priority in our home by:
  - Making sure my child is on time and prepared everyday for school
  - Monitoring attendance
  - Talking with my child about his/her school activities everyday
  - Scheduling daily homework time
  - Providing an environment conducive for study
  - Making sure that homework is complete
  - Monitoring the amount of television my children watch
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Participating in school activities on a regular basis
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Reading together with my child every day
- Providing my child with a library card
- Communicating positive values and character traits, such as respect, hard work and responsibility
- Respecting the cultural differences of others

- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school's discipline policy
- Expressing high expectations and offer praise and encouragement for achievement

## **PART II OPTIONAL ADDITIONAL PROVISIONS**

### **STUDENT RESPONSIBILITIES**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school with all the necessary tools of learning- pens, pencils, books, etc.
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school's/class' rules of conduct;
- Follow the school's dress code;
- Ask for help when we don't understand;
- Do our homework every day and ask for help when we need to;
- Study for tests and assignments;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. **A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**

**Based on the Progress Report data and the state standards, we find that we need to focus on the following areas:**

- Improved student outcomes in Social Studies (75% passed the Global Regents with 41% who passed the United States History exam with scores of 65-plus)
- Increasing the percentage of students who acquired Advanced Regents diplomas. When comparing the last two Progress Reports, we found that we had a larger aggregate number of students acquiring Regents/Advanced Regents diplomas in 2008-2009 (68 Regents/23 Advanced Regents) as compared with those in 2007-2008 (55 Regents/23 Advanced Regents), but our total weighted percentage dropped from 140.1%% to 123.4%.
- Reviewing the number of students at 8-plus credits to see how we may get them to 10-plus credit acquisition for future PRs. We have determined that we had 41 students (almost evenly distributed across the three cohorts) at 8-plus credits, but missed the 10-plus credits. Preliminarily, we find that our students have not attained the Physical Education credit, which in most cases held them from proper credit acquisition.
- Students in the ELL and Special Education programs did not attain the proper number of credits, so we have created an Inquiry team for both areas, which will grapple with the issue of how to help our students attain the proper number of credits.
- We need to develop a progress report system for our students and parents which we may then replicate across the curriculum. Measures are being taken to address the issue.

## 2. School wide reform strategies

### A. We offer our children a wide array of opportunities to meet the state standards specifically we offer the following:

- We have developed a highly differentiated program that includes Ramp Up English classes, literacy level mathematics support classes, a writing course for all freshmen to support their work in United States History and a new ED/EDT class configuration where those who have tested below the Ramp Up level based on the Gates Exam (S) and a thorough review of ARIS and other middle school data are placed.
- We have expanded our Advanced Placement (AP) classes to include Calculus AB, Government, English Literature and English Language and Spanish Literature.
- We have differentiated the ELL instruction, created a CTT component for United States History by scheduling the collaboration of one ELL teacher and a History teacher.
- Based on the results of an in-house case study from last year, we have scheduled a Ramp Up literacy specialist to work with a Social Studies teacher for those students who range between levels of high 1 and high 2 who have traditionally done poorly on the state exams and credit acquisition. The class was pre-populated as part of the programming matrix.

### B. We provide students to meet the State's proficient and advanced levels of student academic achievement by:

- Programming the school for differentiated needs.
- Increasing the percentage of teachers who are state certified in the subjects offered by 5% to more than 95% overall.
- Providing PM school opportunities for additional instruction.
- Providing tutoring throughout the year in a wide variety of configurations (peer, teacher, outside organizations)
- Offering a summer school bridge program designed to increase freshman credit acquisition.
- Implementing and extending the AP and honors courses.

- Analyzing the credit acquisition and regents success for our historically underserved populations, namely African American and Latino males
- Intensifying the college program by honing the college night programs, collaborating with our support organizations to develop resumes and hone writing skills, and to expand college & university options, by reaching out to those organizations and developing informational visits.
- Developing and implementing Mentoring programs.
- Re-developing the Career Day event so that we have two (2) events per year.
- Dedicating services to the development of an Alumni Association that will enhance student professional and collegiate options.

### 3. Instruction by highly qualified staff.

- Highly qualified teachers teach 95.8% of our classes, a two-year increase of 5.2%.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Our plan for the year is outlined below. We have not specified the second term, as we prefer to cull data from the first term to determine next steps and areas of specific focus based on the initial data. The plan is noted as:

#### Year-long Inquiry:

- *How can we set, obtain, and reflect on individual goals?*
- *What are the identifying social, emotional, and academic characteristics of the JKO graduate?*

#### Fall Semester

##### #1 September 22

- Introduction to JKO Service Providers
  - Handout "look book" of names and service descriptions
- Special Ed's list of students with testing modifications
  - Review of Testing Modifications
  - Extra Time for Tests Protocols
- Introduction to Individual Goals
  - Shaping goals
  - Set schedule for departmental meeting times with AW and JB

##### #2 October 6

- PSAT instructions/announcements (Lauren Teitel)

- School Issues/Concerns from the front line
  - School Rules and Regulations- consistency, clarity and a unified front

### **#3 October 20**

- Analyzing student work
- Feedback on individual goals

### **#4 November 3 – Full day**

- Ice-breaker/Community Building
- School issues follow up
- Student/teacher effective communication (Respect Inquiry team)
- Cornell Notes (AVID strategy)

### **#5 November 17**

- Preparing students for final exams

### **#6 December 1**

- Project based/Inquiry-based learning (Meredith Robbins)

### **#7 December 15**

- Socratic Seminar (AVID strategy)

### **#8 January 5**

- Mr. DeMeo facilitates

### **#9 January 19**

- School Goals
  - QR
  - Progress Report

### **Spring Semester Dates (Agendas TBD)**

**Topics to be addressed during PD; 2009-2010**

Goals

Continuation of last year's Inquiry Teams

Service Providers

Testing modifications

Student/Teacher communication; respect

How to review; how to look at student work; using assessment rubrics

Turn keying from conferences/off-site PDs

Literacy across the curriculum

Cross-content/school-wide communication

Inquiry based/project based learning with Meredith Robbins

Binders

AVID strategies/Best Practices

**Teacher-generated topics (from final 2008-09 PD session)**

*What are the identifying social, emotional, and academic characteristics of the JKO graduate?*

**Academic:**

How to study/review

Independent reading

Problem solving

Interdisciplinary connections

Writing clearly

Research

Efficient pacing/stamina

Literacy (needs: information and evaluation of)

Critical thinking skills

Summarizing skills

Listening skills

Paraphrasing

Building an argument

Organizing

Reflecting

**Social/Emotional**

Respect

Code-switching (professional, academic, social)  
Adversity  
Self-esteem  
Maturity  
Responsibility  
Well-rounded  
Consequences  
Citizenship/Involvement  
Communication and asking for help  
Community service  
Ethics  
Accountability  
Motivation  
School Pride  
Appropriate classroom behaviors  
Leadership  
Effective communication

**General Ideas from Staff**

Professional community sharing  
School-wide procedures and management  
Student-centered groups focused on their needs  
Literacy across the curriculum  
Sharing effective strategies  
Classroom visits within and outside of departments  
Universal note-taking  
Guided lectures  
Binders  
Project-based learning  
ARIS training  
AVID information  
Using Acuity/testing results in the classroom  
Lesson planning and administration demonstrate/walk-through 3 exceptional (satisfactory) lessons so teachers know what is expected  
Critical reading strategies  
Self-selecting Inquiry groups

## AVID PD Ideas

Team building

AVID weekly

VID content strategies to turnkey to departments

Socratic seminar

Philosophical chairs

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - **We use the tools made available by the DOE and we have developed a strong relationship with organizations such as Math For America and the Fellowship programs.**
6. Strategies to increase parental involvement through means such as family literacy services.
  - **Please reference the school parent compact.**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - **We have a teacher designated as the PD Coordinator who works with the administration to develop the school PD program.**
  - **All teachers have access to and are expected to use the ARIS data system to develop strategies for success in their classes, to plan for different types of learners in the same setting.**
  - **Department meetings, faculty conferences, and external PD options are made reinforced in our school.**
  - **Teacher recommendations are used in concert with data to determine who is to go to the AP programs.**
  - **We have a teacher who designated as the AVID Coordinator; she schedules and manages the development of the program.**
  - **Each teacher has met with the principal to develop their PPGs and the teachers are to work with the Assistant Principals to develop grade level goals aligned with the overall department goals.**
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - **Coordinators from the guidance department manage ELL and Special Education, so we take into consideration their learning goals as well as the social, emotional components.**
  - **The programming has been differentiated to provide for varied student needs.**
  - **Tutoring is provided in all subject areas.**

- **PM school is to be scheduled for those in need of support**
  - **Realigned summer programs are under review, so as to increase student success and credit acquisition.**
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- **Violence prevention and other student and other student needs are communicated through the counselor presentations and the inclusion of the work of outside organizations.**
  - **Fitness gram data is collected and used by the physical education teachers to assess individual fitness.**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** In Good Standing                      **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind

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<sup>1</sup> School Under Registration Review (SURR)

(NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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## **CURRICULUM AUDIT FINDINGS**

### **KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

#### ***1A. English Language Arts***

##### **Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge

addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students’ background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**  
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL

program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**We presently provide all of our freshmen with a double period of English. Students are tested in freshman year based on the Gates reading assessment to assess student reading ability. This information is coupled with the reading levels attained via the DOE internet system of 7<sup>th</sup> grade reading levels to assess student needs. Students are then programmed for either a double period Ramp Up class or an on-level English literature class with a separate writing class.**

**The English curriculum was rewritten last year with the state standards in mind. It is thematically based and builds upon the individual's experience in society. The texts are aligned and designed to build skill and knowledge for each student; all of the work is designed to build critical understandings while also preparing the students for the ELA exam in junior year.**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **Student reading levels are assessed using the Gates exams S and T to determine initial levels and growth**
- **ARIS data is used to compare with results culled from the Gates exam as the reading data is from 7<sup>th</sup> grade.**
- **Students are programmed for either a double Ramp Up class or a English literature class and a separate writing class freshman year.**
- **Department curriculum was rewritten at the start of the year based on theme and aligned with the state standards.**
- **The ELL program has been designed to differentiated based on Beginner, Intermediate and Advanced learners.**

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- **Curriculum Maps will be reviewed in common planning time to assess their effectiveness and need for revision.**
- **The depth of teaching will be assess by administrative walkthroughs, department meetings and observation reports**

- **The ELL program will be evaluated to determine degree of effectiveness and to be adjusted based on findings.**
  - **The need for a new reading program has been determined and a reading program will be incorporated in the curriculum for 2009-2010.**
  - **Greater support for students emerging from the double period freshman ramp up classes has been determined through data analysis and case study review. A new collaborative designed to combine the efforts in literacy and Social Studies was developed and implemented for 2009-2010.**
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## ***1B. Mathematics***

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**The curriculum has been and will continue to be reviewed for alignment based on state standards and the new Regents exams which are to begin this June. We will review the 2005 standards in depth and align those areas in need. We will continue to adjust programming to meet the students' needs and continue to align with the state standards.**

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**The mathematics curriculum has been realigned and adjusted based on our statistical findings based on ARIS data, Progress Reports and other data systems. We provide new students with a pretest designed to assess student skill and knowledge. Based on these various pieces of data, programs are created to support student-learning goals. Algebra is taught freshman year with a math lab attached. Geometry is taught sophomore year and Math B is the focus of junior year. Advanced Placement (AP) Math AB and pre-calculus classes have been incorporated into the program.**

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Additional support is not required at this point in time.**

## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

**The program has been expanded to provide greater support and instruction for Beginner, Intermediate and Advanced ELL students. Professional Development has been provided both internally and externally for teachers across all curriculum grades as well as ELL teachers. A counselor has been assigned to meet compliance issues for NYSESLAT and programming needs. Class observations, walkthroughs and a review of aligned curriculum will be used to assess school alignment and development.**

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

- **Students are programmed based on need—Advanced, Intermediate and/or Beginner**
- **The program has been expanded to provide for student needs based on levels**
- **A counselor programs the students with the Grade Advisors to ensure proper placement**
- **NYSESLAT is provided under the guidance of a counselor**
- **Professional Development (PD) is created and implemented by the department members for all educators.**

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Additional support is not required at this point in time.**

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.  
**Observations, walkthroughs and curriculum alignment and school grade alignment will be reviewed to assess whether this finding is relevant to the school’s educational program.**

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   X  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

**Technology is used (SMART BOARD and Sketchpad) across the mathematics curriculum to help translate material and motivate student interest.**

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Additional support is not required at this point in time.**

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**The school has worked with the UFT and other teacher support structures to develop a strong instructional staff. Observations, walkthroughs, department and faculty meetings will continue to be used to assess whether teachers are appropriate for this educational setting. We have incorporated the UFT consultative council so we may work together to address issues of common concern. The problem we have as a school located in midtown Manhattan that demands and enforces teacher excellence is that teachers leave because they believe they cannot meet the standard, or, most recently, our teachers are sought after and leave for larger schools that have greater elective options. The third hurdle is that fact that many of our teachers are young and unattached. Once they become attached and decide to begin families, they move from Manhattan to other schools closer to their homes, or they move out of the system as a whole as they are highly sought after. Our teachers have departed for other systems in New Jersey, Boston and California. We have lost teachers to private schools and corporations in need of their skill set.**

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X  Applicable    Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Teacher turnover is inevitable as we are positioned in the heart of Manhattan. Lifestyle changes and the rigor of curriculum demands have resulted in a traditionally high turnover rate. However, it is anticipated that this year the percentage should be assuaged a good deal, because the staff has communicated more consistently with the administration and works well with peers.**

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- **A greater degree of Professional Development (PD) is offered.**
- **The teacher (UFT) committee has collaborated with the administration to develop cogent and collective school policies.**
- **New teacher support systems have been installed.**

- **Teachers better understand the importance of rigor and have taken the positions with this reality in mind.**
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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program. **The process is relevant to our school because our teaching population has changed and the ELL population has increased 50% from sophomore to freshman year. As a result of these facts, the school needs to provide greater opportunities for PD and to communicate specific programmatic and instructional instruments such as the LAP.**

**The school has thus far adjusted our program to meet the challenges our changing population has provided. We have increased the teaching staff from one to two ELL teachers and we have disaggregated the instructional program to provide for the needs of Beginners, Intermediate students and Advanced students. A counselor is dedicated to students in the ELL program for day to day needs as well as compliance issues. The counselor also manages the NYSESLAT exam. The Professional Development (PD) in the building is a collaborative between the teachers and administrators. PD for ELL is embedded in the teacher handbook and is highlighted in the PD cycle for the school. The techniques used for ELL students is part of the overall school observation and walkthrough analysis process.**

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X  Applicable     Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

**We believe this issue applies for the following reasons:**

- **The teaching population has changed dramatically since the start of the 2007-2008 school year**
- **The ELL population and their needs have dramatically increased..**

- **The percentage of students in needs have dramatically increased.**

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- **Teachers will be offered QTEL training across the curriculum so as to facilitate greater understanding and the use of more appropriate instructional techniques.**
  - **Parents will be provided with a greater number of workshops and resources.**
  - **Instructional and Programmatic instruments will be shared with all stakeholders.**
- 

### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

**There are 60 students presently in the ELL program. NYSESLAT data is emailed to all teachers in the building so they are informed of student needs. Additionally we also use the Acuity and ARIS data systems to assess the percentage of ELL students per class. This information is used to analyze teacher differentiation. It is intended for teachers to plan more comprehensively and to think deeply about the needs of all students.**

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

- **Teacher expertise and power has increased**
- **Student programs are differentiated based on levels**
- **NYSESLAT data is transmitted to all teachers**

- **ARIS data is used by teachers in the planning process and for post observation analysis.**
- **ACUITY data is used by counselor, teachers and administrators to assess student progress and development**
- **Department meetings are held with English and separately to analyze program and individual student growth.**

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

**The findings no longer apply to this school because we have taken measures to improve the relationship between Special Education and general education. Specifically, we have improved our services and the level of communication between constituents. We have**

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   X Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

- **Teachers are emailed the list of students and provided with a general explanation of needs.**
- **IEP meetings are scheduled in advance and teachers attend**
- **Professional Development (PD) is held at the start of each term to explain the importance of the IEP. Sample IEPs are distributed and teachers are engaged in the IEP process for the day(s) of PD.**

- **A counselor has been hired and manages the day-to-day compliance and communication issues between parents, teachers, students and administrators.**
- **The AP PPS is the administrator in charge of managing the larger compliance issues.**
- **The AP Supervision manages the curriculum in coordination with the AP PPS and the counselor.**
- **CTT classes have been programmed and training has been supplied by the network, DOE and the school.**
- **ARIS data is reviewed to assess the percentage of students with IEPs and planning discussions are held.**
- **Department meetings are held individually for Special Education and the team members are then invited to subject area department meetings to discuss needs and techniques.**
- **The Department has been increased in personnel from one to four persons (400% in the last two years.)**
- **IEP teachers are key members of the UFT consultative council and as such have been given greater exposure and a platform to express/share student needs and department protocols to peers.**
- **IEPS are housed in the counselor's office and they are housed in a secured on-line cache which requires specific security codes for entry which only individual teachers have for their use.**
- **A Transition Coordinator has been hired and a Transition Fair was held.**

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

#### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**This school has created a system whereby students are informed of testing accommodations—they are given a period, a proctor and a room for every test taken; they are encouraged by all staff to avail themselves of the time. We are in the process of addressing the alignment of goals, objectives and modified promotion criteria as evinced by the fact the IEPS are on line and teachers are required to discuss how they have met the goals and objectives for each student in Special Education with the related Assistant Principals.**

**Additionally, students are now developing individual goals per subject area, so that greater alignment of all goals based on skill and/or knowledge are attained.**

**Behavior plans have been incorporated into this school year's plans as evinced by the fact teachers are sent to the PD provided by the DOE and the Network to actuate the process. Plans have been developed and added to the IEPs by our Special Education specialists for select students in need.**

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **Students and parents are informed of testing accommodations.**
- **All staff are informed via email of who is entitled to testing accommodations**
- **The IEPs are housed in the Special Education Guidance suite**
- **Electronically, the IEPs are housed in secured location on the school website**
- **Goals and objectives are communicated to all teachers and individual goals per subject area are developed as well for all students across the grade levels.**
- **Behavior plans are now developed by a dedicated Special Education expert.**

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- A relevant issue is that we did not meet AYP this year in the subcategory of African American males for ELA testing. We believe that we need to work more closely with central to add strategies to our school protocols and procedures when addressing AYP issues.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

**We have six (6) students in temporary housing.**

2. Please describe the services you are planning to provide to the STH population.

We will:

- Provide guidance support and access to guidance services
- Collaborate with social workers to help the students navigate the public assistance system
- Increase academic assistance and provide time in school for students to complete homework assignments and projects

## **Language Allocation Policy**

### **Part I: Language Allocation Policy Team Composition**

#### **LAP TEAM MEMBERS:**

Edward DeMeo, Principal  
Steve Athanasakis, A.P.P.P.S., History  
Neil Eidelberg, A.P.O.  
Alison Witty, A.P. of Supervision, Math  
Nancy Garcia, ELL Teacher  
Nicole Vega, Counselor/ELL Coordinator  
Pedro Urbaez, Parent/Parent Association President  
Brigitte Aponte, Parent Coordinator

Jacqueline Kennedy Onassis High School for International Business Careers is nestled in the heart of the theater district at 120 West 46<sup>th</sup> Street. This 9<sup>th</sup> through 12<sup>th</sup> grade school serves a population of approximately seven hundred students from culturally diverse backgrounds. The school is a central part of the community and the building is a well-kept sixteen year old facility where pride in the students' accomplishments is evident in the prominently displayed student work.

According to the latest available ethnic data, 4.83% of the students are Caucasian; 6.0% are Asian, Pacific Islander, Alaskan Natives and/or Native American; 25.18% are African-American; and 63.54% are Latino. Approximately 15% of the students have Individual Educational Plans (IEPs) and receive the full continuum of Special Education services including Special Education Teacher Support Services (SETSS), integrated inclusion classes and related services such as speech and language counseling. Additionally, 9.0% of the students are English Language Learners (ELLs) with Spanish as the dominant language among the majority of the student population. The majority of the students are from low-income families, and more than 70% qualify for free lunch.

The student body is served by sixty-six professionals and support staff including one principal, three assistant principals, forty-seven teachers, four school counselors, one of which doubles as a college advisor/special education counselor and one who is a mandated service provider counselor for special education, one paraprofessional, two family workers, four school aides, three security agents, and one nurse. We share a school psychologist, social worker, speech therapist, and educational evaluator with other schools; their time in the building is based on need, but they average two days a week at JKO. The percentage of fully licensed and permanently assigned to JKO is 97.56%. The percentage of teachers with more than two years of teaching in this school is 33.33%. The percentage of teachers with five years teaching anywhere is 44.46%. The percentage of teachers with a Master's Degree or higher is 51.30%.

### **Part II: ELL Identification Process**

Parents of ELLs, bilingual students or students with Limited English Proficiency (LEP) are invited to parent orientation events held at the start of the new school year. Parents meet the ESL instructors and are able to discuss their program choices and the specific ESL curriculum provided by Jacqueline Kennedy Onassis High School (JKO). Parents are notified of the various language programs available in New York City's public schools in order to find a program that best matches their child's needs. Parents also meet guidance counselors and the parent coordinator, who serve as additional support for ELL students

In accordance with the Chancellor's recommendations, the program provides information for parents about program options and placement in the ESL program. At orientation, incoming students are welcomed by trained personnel who provide translation and offer clarification on all program options available to English Language Learners (ELLs). All students who are newly registered into the Department of Education system are given the Home Language Identification Survey (HLIS). Trained ESL staff, including teachers, holds informal oral interviews in English and Spanish to assist parents in completing the HLIS. The English as a Secondary Language (ESL) teachers, counselor, and parent coordinator work with the administration to guarantee that parents are provided with the necessary information to make program selections by the end of the screening process.

In September, letters of discontinuation of services, continuation of services, and entitlement letters with the Parent Orientation meeting are sent to the homes. At the ELL Parent Orientation meeting, program choices are discussed and presented in a variety of home languages. We utilize a multi-lingual DVD and staff translators to bridge language barriers. Parents who are unable to attend this meeting are followed up on by the ESL teachers and counselor. Additional meetings are scheduled as needed.

In September, the RLAT (Students eligible for NYSESLAT) is used to identify ELL's. The RNMR (NYSESLAT Combined Modality Report) is also used to analyze all the modalities of the NYSESLAT in order to customize instruction for our ELLs in the areas of speaking and listening, reading and writing. During the months of April through May, the NYSESLAT is administered to those students receiving ESL services to determine continued eligibility for the following school year.

### **Part III: ELL Demographics**

Of the seven hundred students at JKO, sixty are ELLs and receive ESL services. Of those students, sixteen are special education students. Based on the LAB-R and NYSESLAT results there are twenty-one students in the ninth grade of which one student is a beginner, fifteen students are at the intermediate level, and five students are at the advanced level. In the tenth grade there are twenty-four ELLs of whom twelve students are intermediate, and nine students are at the advanced level. In the eleventh grade there are six ELLs of which one student is a beginner, four students are intermediate, and one student is advanced. At the twelfth grade level there are nine ELLs of which one student is a beginner, three students are intermediate and five students are at the advanced level. It was evident that students scored higher generally on the speaking and listening than on the reading and writing parts of the NYSESLAT. Spanish, Persian, Arabic, Chinese, Portuguese, Polish, Mandarin, Bengali, Fukienese, and Cantonese are the languages spoken by our ELLs.

## **Programming and Scheduling**

It is the goal as a reflective school community to provide an educational policy for English Language Learners that aligns with NYC performance standards, ESL Standards, Primary Literacy Standards and NYS Learning Standards. We use ELL data to inform our program goals and instructional practices across the grades, providing continuity as the ELLs progress programmatically.

Jacqueline Kennedy Onassis High School English Language Learner (ELL) program is a freestanding ESL design. The students are served in a push in model. The program is staffed with one full-time certified trained ESL teacher. Beginning level students receive 540 minutes of ESL instruction; intermediate level students receive 360 minutes of ESL instruction, and advanced level students receive 180 minutes of ESL instruction. In addition, all advanced level students are programmed to receive monolingual English classes. ELL students are mainstreamed in all academic subjects in addition to specific reading, writing, and mathematics courses designed to help ELL students develop their English skills, develop knowledge and improve proficiency in other areas. In every content area Native Language Support books are provided for the students. Students programs are tailored to fit specific academic need. Students are also scheduled to take Spanish as a foreign language. A Transitional Bilingual Program is not offered at JKO due to the limited number of student's that meet the need for the program to occur.

The ELL program is provided with instructional material such as NYSESLAT prep materials, textbooks, smart board, and computers. Students are also provided with translation dictionaries to aid them in all subject areas. In addition to these services, the program uses a wide array of instructional programs and measures; including ARIS, Gates, AVID, progress reports, and inquiry teams. Additional new programs such as Plato, Achieve 3000 and Lab. The program has also incorporated collaborative team teaching, which pairs a monolingual teacher with an ESL teacher in mainstream subject areas. ELL's in the ninth grade are also provided with a U.S. History class that focuses on literacy in the humanities. This class is taught by a mainstream History teacher as well as the ESL teacher.

English as a Second Language (ESL) is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Continuous articulation between our ESL teachers and classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classrooms. Students learn to focus on language acquisition techniques that enable them to perform well when they are in their mainstream classrooms. Specific attention is also given to writing and vocabulary development. ESL teachers use a variety of instructional materials in their classes. All teachers dealing with ELLs use materials that are used in the monolingual classes and adapt them as is necessary.

There are ELL students in the population who have special needs and as such require additional time and attention.

- The plan for academic language development includes integration of ESL methodologies with curriculum materials from the content areas. Classroom content area material is adapted and used in an ESL setting. Consistent articulation with classroom teachers will ensure that the academic language targeted in ESL classes correlates and reinforces the concepts and language needed for current units of study.
- Bilingual Glossaries are provided in all content areas to assist the

native language speakers as well as all ELLs.

- ELL students who are at risk of or are under consideration for placement in Special Education are served with the full range of interventions available at the school. They undergo the mandated interventions before referral.

- Currently there are twenty-five Students with Interrupted Formal Education (SIFE), the school follows the following guidelines: SIFE students are included in small groups for differentiated instruction, targeted assistance, and tutoring opportunities. Parents of SIFE students are invited to take part in workshops.

- Long Term ELLs are considered for the full range of Academic Intervention Services (AIS), such as: counseling, alternative school placement, tutoring, parent conferences, attendance outreach and referrals to outside agencies.

Students who reach NYSESLAT proficiency are aided in their transition by their ELL teachers and/or counselor. However, because of student placement in mainstream classes while in the ESL program, additional support is imbedded in the program. These students are provided with testing accommodations for two years and are allowed to use bilingual translation dictionaries/glossaries and have the option to take the Regents Exams in their Native Language. ELLs who require more than four years to graduate are surveyed on a case-by-case basis. Depending on their specific academic/behavioral needs, students may be referred to outside programs that better serve their specific needs.

Programs and activities for newly enrolled Limited English Proficient (LEP) students include: the incorporation of ESL strategic instruction; assist students in performing at grade level; ensure academic rigor and conceptual understanding through the use of literature and content-based instruction; and help ELL students meet and/or exceed New York State and City standards.

The school's language development component is planned by pedagogical analysis of transcripts and students skills via State assessments and school's internal assessment inventories such as: Gates, Web based programs. Students with interrupted formal education as well as new comers and long term ELLs are in attendance. For those particular students intensive academic intervention services are provided to the student to meet their language and academic needs. For the native language speakers of Spanish, ELL teachers provide materials as well as one-to-one native language instruction.

ELL students also receive services from a host of other professionals, namely: four guidance counselors, one speech therapist, one parent coordinator, and one school therapist. Students transitioning from middle-to-high school are required to attend a student/parent orientation. In addition, students are required to take a "Freshman Focus" course which provides aid in their transition. Topics such as peer friendships, organization, health topics, and information regarding transitioning into high school are discussed. Students are also required to take ramp-up classes and writing labs. All ELL students are invited to participate in all activities and after school programs that occur. They are also provided with a Saturday Regents tutoring program to aid in their preparation for the NYS Regents Exams.

After reviewing the class and program structures, several priorities for improving ELL student performance have been identified. The primary goal is the implementation of effective strategies to address the larger number of students lacking basic skills in both reading and mathematics through the inclusion of more mathematics course options and extra tutoring/classes for reading and English. ELLs will also be provided with independent study labs, development of phonemic, phonological and print awareness, and homework strategies for those who struggle with reading and mathematics. One-on-one activities such as pre-reading activities and creative writing skills activities will also be carried out.

### **Professional Development and Support for School Staff**

JKO hosts several mandatory professional development workshops dedicated to informing the JKO staff about ELL student needs. These workshops are an integrated part of the professional development calendar. Topics include ESL strategies in the classroom, understanding NYSESLAT and ELL data, differentiated instruction, and cultural sensitivity and awareness. JKO has invited ELL supporters from the ISC to professional development meetings to discuss the academic needs of ELLs. Additionally, the ELL staff members are dispatched to workshops and meetings regarding specific ELL developments and specialized strategies to meet the needs of the ELL population.

All teachers are informed on a continuous basis of other professional development opportunities focusing on second language acquisition. The BETAC Newsletter which contains a wealth of ESL information is available to teachers. In addition, monolingual classroom teachers have the opportunity to attend outside workshops.

### **Parent Involvement**

At JKO, there are many events for our parents held. Some of these events include Parent/Teacher Conferences, College Night, Financial Aid Night, Scholarship workshops, and Parent Association meetings which have workshops on various topics. The events provide all parents, including ELL parents, the opportunity to meet teachers, counselors, and other staff members to become familiar with expectations and procedures. In order to accommodate the ELL parents we provide Native Language interpretation and translation.

For incoming students, as well as ELLs, there are open house and orientation events. These nights are guided by administration and school staff, including ESL staff. Many ELL parents attend these nights and receive information not only regarding the school but specifically the ESL program. Parents are informed of programming options and individualized testing that occurs.

Communication with the ELL parents is maintained through emails, phone calls, progress reports, ARIS access, and parent conferences. The ESL staff meets with them during Open School Night, Parent/Teacher Conferences, and individual conferences as needed. We also provide our ELL parents with a directory of community based organizations to meet their individualized needs. Concerns and questions are also addressed by our Parent Coordinator.

#### **Part IV: Assessment Analysis**

According to the June 2009 New York City and State data, ELLs are performing as follows in the target content areas. In Mathematics, fourteen advanced level students were scheduled to take the Math Regents Exam in Algebra of which five passed, five failed, and four were absent. At the intermediate level, nine students were scheduled to take the Math Algebra Regents of which one passed, five failed and three were absent. At the beginning level three students was scheduled to take the Algebra Regents Exam which one passed one failed, and one was absent. In the Mathematics Geometry Exam, no advanced students were scheduled. At the intermediate level, four students were scheduled of which two passed, one failed, and one was absent. At the beginning level, two were scheduled to take the exam of which they both failed.

Results from the Global History Regents exam revealed that eleven ELL students were scheduled to take the exam. At the advanced level, four students were to take the exam of which three failed and one passed. At the intermediate level, five students were scheduled to take the test of which one failed, one passed, and three were absent. At the beginning level, two students were scheduled for the Global History Regents exam of which one failed and one was absent. Results from the U.S. History & Government Regents exam indicate that twenty ELL students were scheduled to take the exam. At the advanced level, twelve students were to take the exam of which ten failed and two were absent. At the intermediate level, eight students were scheduled to take the exam of which they all failed. At the beginner level, one student was scheduled to take the exam and they failed.

Results from the Living Environment Regents exam revealed that four students were scheduled to take the exam. At the advanced level, two were absent. At the intermediate level, one passed and one failed. Results from the Earth Science Regents Exam revealed that five advanced level students were scheduled to take the test, which three failed, one passed, and one was absent. At the intermediate level, two students were scheduled to take the exam of which one passed and one failed. At the beginner level, one student failed.

Results from the English Regents Exam revealed that eight ELLs were scheduled to take the exam. At the advanced level, four students were scheduled of which three failed and one passed. At the intermediate level, three students were scheduled to take the exam of which one was absent, and two passed. At the beginner level, one student was scheduled and failed. Results from the Spanish Regents indicate that four ELLs were scheduled for the exam. Three advanced students passed and one intermediate student passed. Results from the English Component Retesting Exam indicated that one advanced student was scheduled and passed.

For the ELLs, the results of the assessment exams in the content areas of math and reading were closely reviewed. These results show that the advanced and intermediate students generally perform at lower grade levels than their peers on grade level. However, select ELLs show exceptional performance in math and reading than compared to their peers. Most beginners and intermediate students are behind their peers. The gap between the ELLs and monolingual students is more clearly defined, although there are similar trends. These results reinforce the greater need for a greater focus on the development of students' academic

language and the integration of adapted content area materials. These methods will scaffold content area skills and concepts for our ELL population.

It was determined that low NYSESLAT writing scores are the primary factor preventing students from reaching the proficient level. This issue is being addressed with an increased emphasis on writing and writing mechanics, as evinced by the increased numbers of writing labs and web-based support.

The primary area of concern at JKO is the low academic achievement of many of our students, as measured by results on State standardized tests. A review of the Spring's recent exams, formative and summative assessment, periodic assessments and the NYSESLAT of 2009 confirms that JKO students are testing poorly; approximately 67.6% of the students consistently fail the State exams and 43.8% of the students fail class instruction. According to the data, our students' greatest areas of need are Global and United States History--both State testing and class credit acquisition.

The school's action plan includes aligning resources based on need and analysis of the Progress Report data. From this review, new programs such as AVID, literacy support, PLATO and the new ELL Labs will be used in conjunction with well-established structures, namely Understanding By Design (UBD), Differentiated Learning practices, CTT for Social Studies, new English support classes and Project Based Learning (PBL) protocols to provide programmatic and instructional support.