



JACQUELINE KENNEDY ONASSIS HIGH SCHOOL

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (02/M529)
ADDRESS: 120 WEST 46TH STREET
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SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 120 WEST 46TH 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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: NEIL EIDELBERG, APO

PRINCIPAL: EDWARD DEMEO

UFT CHAPTER LEADER: ROBERT KLEIN

PARENTS' ASSOCIATION PRESIDENT: PEDRO URBAEZ

STUDENT REPRESENTATIVE:
(Required for high schools) KEIRON MILLER

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** PRACTICE AREA NETWORK (PAN) CFN 406

NETWORK LEADER: CRISTINA JIMENEZ

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
EDWARD DEMEO	*Principal or Designee	
ROBERT KLEIN	*UFT Chapter Chairperson or Designee	
PEDRO URBAEZ	*PA/PTA President or Designated Co-President	
CELESTE RODRIGUEZ	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
KENIA URENA	DC 37 Representative, if applicable	
KEIRAN MILLER	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NEIL EIDELBERG	Member/Co-Chairman	
YVONNE STANFORD	Member/Parent/Treasurer	
JOYCE ANN MILLER	Member/Parent	
CRESCENCIO CHAVEZ	Member/Parent	
JANE VALIT	Member/Teacher	
PATRICIA MENDICINO	Member/Teacher	
STEVE ATHANASAKIS	Member/Assistant Principal	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Jacqueline Kennedy Onassis High School (JKO) is a community of learners devoted to the continued professional development of our students, pedagogical staff and administrators. Curriculum, instruction, technological support and fundamental parental involvement coalesce to support the learning and teaching process. An academically strong school centered in the heart of Manhattan, New York City; JKO serves as a home for more than 700 families whose children travel from across the five boroughs to attend one of only a handful of New York City high schools with a thriving business program. It is only through a greater use of technological innovation that the strides made in literacy and differentiated instructional practices will bloom.

It is through the use of a variety of programs such as Advancement Via Individual Determination (AVID), Virtual Enterprise (VE), Academy Of Hospitality and Tourism (AOHT), Ramp Up Literacy, Advanced Placement (AP) courses, Freshman Focus classes, Writing and Mathematics Labs that we are able to shape our students' academic selves. By expanding and supporting our counseling services, College Preparatory offerings, developing a greater number of professional relationships and other social and/or professional relationships we are providing for our students' social, emotional and communal needs. By educating the whole child-social, emotional, communal and academic-we prepare our students for a full, four-year college/university experience; we move beyond the New York State (NYS) Standards to introduce a completely engaged young adult to the world at large.

Ultimately, by developing the individual in concert with more greatly differentiated technology and then using that technology to explore global opportunities, we can strengthen and more deeply develop our international focus. We believe that by eventually developing a Virtual Institute (VI) designed to link JKO to sister schools from across the country and the world at large to Team Teach (TT) a wide range of curriculum will further enhance the core mission of the school, namely, to broaden and buttress the international business ethos as expressed by its founding principal. Additionally, we believe that by enhancing technology across the curriculum, adopting new web-based structures and developing a common instructional language built around self evaluation and reflection, JKO will prepare its students to fully engage the global community. We expect our students to actively compete abroad and at home in the new global economy. India, China, Russia, England, Canada, Indonesia and states across America are now only a fingertip away. Imagination, innovation and creativity are the keys to fully developing the JKO graduate of the future. We will use all of these tools to define/shape the JKO graduate, teacher and administrator.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Jacqueline Kennedy Onassis High School				
District:	2	DBN #:	M529	School BEDS Code:	310200011529

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	X 9	X 10	X 11	X 12	<input type="checkbox"/> Ungraded			
Enrollment: 707				Attendance: % of days students attended*					
(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%	84.4%	83.2%		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		93.2	96.0	93.0		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		70.8	53.1	65.8		
Grade 8	0	0	0						
Grade 9	234	263	230	Students in Temporary Housing: Total Number					
Grade 10	188	178	207	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	162	141	146		1	12	3		
Grade 12	115	140	124						
Ungraded	1	1	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	700	723	707		6	15	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	80	31	24						
No. in Collaborative Team Teaching (CTT) Classes	14	29	32	Principal Suspensions	39	160	176		
Number all others	2	43	51	Superintendent Suspensions	26	28	20		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)			
(As of October 31)				2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes				0	0	0	
# in Dual Lang. Programs				0	0	0	
# receiving ESL services only				45	54	50	
# ELLs with IEPs				0	5	17	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Staff: Includes all full-time staff			
				(As of October 31)			
				2007-08	2008-09	2009-10	
				Number of Teachers			
				44	44	44	
				Number of Administrators and Other Professionals			
				12	12	TBD	
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals			
(As of October 31)				2007-08	2008-09	2009-10	
				23	28	49	
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)			
(As of October 31)				2007-08	2008-09	2009-10	
				% fully licensed & permanently assigned to this school			
				100.0	100.0	TBD	
American Indian or Alaska Native				0.4	0.4	0.1	
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	
Multi-racial							
Male				40.3	38.2	37.6	
Female				59.7	61.8	62.4	

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09
				<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	x
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students				✓	✓	✓	67
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				x	✓		
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-	-	
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged							
Student groups making AYP in each subject				3	4	1	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	58.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	D	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	A	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	C	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school’s 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?
-

Area of Analysis	% Increase or decrease compared to previous year
Attendance	.7% decrease 83.4% to 82.7%
Graduation Rate	1.1% increase 64.4% to 65.5% (summer not included)
Survey Results	.2% increase 6.4% to 6.6%
Regents Results	
English	+7.1%
Global Studies	-1.4%
United States History	+4.1%
Science	-7.7%
Mathematics	-20.9% 43.2% trig passed first time given

The most significant barriers to continued improvement are:

- Continued budget cuts (\$391, 000) have resulted in our elimination of key personnel across the spectrum including an English teacher, a mathematics teacher, the Science Lab Technician (placed in excess) and an Assistant Principal (AP) position, school aides and librarian. We also eliminated new openings based on differentiated instruction and increased student enrollment for English, Social Studies, ELL and Special Education. In the past, we maintained our instructional staff by not replacing support personnel who have retired, and

closing programs based on internal utilization data; however, this budget and the lack of senior people has resulted in sincere personnel cuts and program reductions.

- Enrichment programs have been reduced and/or eliminated and the credit recovery programs, such as PM school, have been reduced dramatically; it may be eliminated in September 2010 because of budget shortfalls; we are awaiting October 31, 2010 budget allocation review to see if we can preserve the program. 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 barriers. After working with the SCA for the past five (5) 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 714 students (86.6% attendance average thus far this year) 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
- The average class size of 29 students has increased to the agreed upon union threshold of 34 students a class as a direct result of budget cuts.
- Physical Education space is a rarity. We have one small dance studio and one auditorium stage which serve 714 students.
- The percentage of students in Special Education and ELL has dramatically increased. Based on the present enrollment figures, we will have a 45% increase in ELL students, a 27% increase in students who will need CTT services, a 37% increase in students in need of Self Contained (SC) services and a 45% increase in the number of students who will need SETTS 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 to less than 1%, we will lose the ability to supplement our teaching program with strong educators, because of the budget cuts and our community will suffer as a result of the loss. Also, we tend to lose teachers who have been taught how to teach each year as they are selected by larger schools with more greatly varied instructional programs.
- 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.
- Maintaining programs such as AVID, PLATO and PM school have become exponentially more problematic as a result of the budget issues.
- Comp time positions for Professional Development (PD), Community Service, Grade Advising and other facets of the program have been eliminated because of the budget issues.
- Administrative power has been compromised and supervision of instruction is strained because the appropriate supervisory support is not available. Our plan to hire a new AP was thwarted because of the budget issues.
- Technology in the building either needs replacement (age) or expanded based on program needs (AVID, PLATO, Achieve 3000), but that plan has been halted because of a lack of funding.

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

- A majority of our teachers (one person still has connectivity issues of which the system has been made aware) 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.
- We have restructured the observation forms to account for percentages of special education students, ELL and former ELL students, Promotion In Doubt (PID), those held back, those who are overage, those who are a year behind in cohort and we calculate the average attendance per class observed based on the absence data; we disaggregate the outliers to align the data in an equitable fashion.
- Inquiry teams have been created and the teachers are a part of one or more teams.
- 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.
- 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. Most recently, the program expanded to include sophomores and juniors; it will now expand again to include a second class on either the sophomore or junior grades and we will program a second term freshman class as well. Approximately 68% of the staff is trained in AVID techniques; JKO has recently been designation as an official AVID site.
- We plan to move US History back to Junior year and expand the writing program to include sophomore and freshmen levels.
- We have developed Inquiry teams for ELL and Special Education to help our students accrue appropriate credit in a timely manner; we have developed a survey to determine if we should use the ARIS blogging system or one of our own creation.
- 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.
- We have incorporated the PLATO program to extend student credit acquisition.
- We anticipate hiring an additional ELL teacher as the percentages have increased dramatically and this is the one subgroup that we continue to have difficulty in improving state test results.
- Curriculum Mapping has been introduced and we will use the newly attained Curriculum Mapping web system to develop our maps more effectively and efficiently.
- We have been named as a handful of schools scheduled to participate in the AFL Pilot program for the core standards for 2010-2011.
- The bell schedule has been adjusted to allot for club times provided at the start and end of the day for approximately 38 minutes each.

- Common PD time has been scheduled as has the continuation of common planning time for our teachers.
- A new Consultative and Curriculum Council has been developed with the United Federation of Teachers (UFT), so we may work collaboratively to assess curriculum and general program concerns.
- We will realign our support so that we have an Attendance Coordinator and Attendance Teacher collaborating on the improvement of attendance data at the school.
- The AP Supervision position will be restored and the person will have a strong Math background so we are able to assess and address the loss in total math Regents acquisition
- The AP Supervision and PRincipal will design specific PD for the members of the Science department to improve instruction which should in turn improve overall statistics.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.*

We had our first Quality Review (QR) since 2007-2008 last year. The analysis of the review noted that we were rated as proficient, but in three sub categories we were rated as unproficient with proficient features. These categories are outlined below as they are key factors in the realignment and re-evaluation of our overall school goals.

Quality Statement #1: Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions

1.1: Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key state standards

1.2: Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products.

Quality Statement#3: Plan and set goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.

3.2: Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support.

Our preliminary credit acquisition and Regents data indicates that our goals must also include an assessment, analysis and plan of action to improve student performance and progress for our ELL and Special Education students. Additionally, we must continue to work to develop stronger outcomes in Social Studies and to develop procedures to track the colleges and universities our students attend.

Goal Number 1	
Goal:	<p>Describe your goal.</p> <p>To improve ELL student proficiency levels and Regents acquisition levels that will result in an increase in the students transitioning from beginner to intermediate and to advanced learning levels by August of 2011.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <ul style="list-style-type: none"> • Students will have increased class credit acquisition from <u>66%</u> to <u>75%</u>. • Students will have increased Regents credit acquisition by 10%. • Informal and formal observation reports will show an increase in differentiated instruction, AVID techniques, ARIS data incorporation, and departmental planning.
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Students will be assigned to a tutoring session either in the morning or afternoon based on individual schedules as part of the disaggregation of the 37 ½ minutes. • 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. Pre-Observations will also examine the need for performance based assessments. • An inter-visitation plan (protocols and procedures) will be implemented to reduce isolation and expand best practices. • To review Regents and Credit acquisition data from the previous year to assess learning trends and to use that data to establish the department goals for 2010-2011. • Incorporating the PLATO program for in-class and PM school credit acquisition support.

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"> • There will be an increase in students transitioning from a lower level to a higher level will be realized. • Observation reports will be evaluated throughout the year for increased differentiation and literacy structures in the planning process. • Peer inter-visitations illuminate teacher planning and marginalize isolation
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Goal Number 2	
Goal	<p>Describe your goal.</p> <p>To improve communication with all stakeholders to enhance the collaborative efforts of the school community to continue to build a positive learning environment.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <ul style="list-style-type: none"> • To improve upon the community metric in the Learning Environment Survey by 10%.
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • The Quality Review Team will address the teachers to discuss the impact of the Learning Environment Survey (LES) and to share with the administration how the teachers and the administrators can work collaboratively to improve the level of communication between the teachers, parents, students and administrators. • The Parent Association (PA) will work with the Parent Coordinator (PC) and the APO to organize, distribute and analyze the recent survey results. The parents will manage the distribution and collection of surveys and develop strategies to assess communication; to provide administration with guidance. • The student government will meet to analyze the survey results to improve the metric outcome by discussing the most effective approaches, working with teachers and administrators. The students will create subcommittees designed to work with teachers and administrators to unearth the root understandings embedded in the survey data. • The Principal will use a monthly newsletter as well as a slew of letters, automated phone system and e-mail to more consistently and effectively communicate with constituents. • The Principal will develop a newsletter for teachers that will be distributed three times a year.

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"> • Surveys will be used to assess how well constituents perceive communicative measures. • The community metric will improve. • Student progress improves as a result of improved communication.
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Goal Number 3	
Goal	<p>Describe your goal.</p> <p>To improve student Performance and Progress by August of 2011 through the implementation of appropriate instructional strategies.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <ul style="list-style-type: none"> • Students will have increased class credit acquisition from 73.7% to 80% • Students will have increased Regents acquisition from 65.9% to 70%. • Informal and formal observation reports will show an increase in differentiated instruction, AVID techniques, and ARIS data incorporation.
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Programming students based on the literacy levels and/or parental agreement to participate in programs such as AVID. • Continued development of the AVID and PLATO programs. • Providing a .2 budget allocation to continue the position of AVID Coordinator to manage the program • Students will be assigned to a tutoring session either in the morning or afternoon based on individual schedules as part of the disaggregation of the 37 ½ minutes. • 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. Pre-Observations will also examine the need for performance based assessments.

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"> • Analysis of class grades and credit acquisition from term to term. • Observation reports that demonstrate use of AVID techniques and ARIS data in differentiated planning • Scholarship letters outlining data initiatives per teacher. • An inter-visitation plan (protocols and procedures) will be implemented to reduce isolation and expand best practices.
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Goal Number 4	
Goal	<p>Describe your goal.</p> <p>To continue to increase the number of Special Education students attaining credit and Regents diplomas by August 2011.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</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"> • Increased class credit acquisition from 30.6% to 40%. • Regents and RCT credit acquisition from 25.3% to 35%.
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Providing teachers with opportunities to visit other schools to assess programs. • Assess the rate of completion for Triennials; IEPS will be completed as indicted by the IEPs. • Informal and Formal Observations will be used to assess teacher-planning progress departmentally and individually. • Engaging teachers in Pre-Observation conferences to determine how to use ARIS and Special Education compliance data, and how to implement data and AVID techniques in instructional planning and practices. • Reviewing data from the Team Teaching class and providing teachers with an opportunity to visit teams in the building.

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"> • Analysis of class and program data-grades and credit acquisition from term to term. • Evidence and Analysis of Regents, and where appropriate, RCT grades • Analysis and review of aligned teacher, grade level, department and school goals • Informal and Formal Observations • Culling teachers feedback based on inter visitations and school visits
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Goal Number 5	
Goal	To enhance vertical and horizontal alignment of curriculum through the implementation of curriculum mapping aligned with Professional Development (PD) strategies and the establishment of student and staff goals.
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <ul style="list-style-type: none"> • Curriculum maps will be developed across the curriculum. • Curriculum maps will be aligned to core standards and NYS Standards • Professional Development calendar will be established to support curriculum goals. • AP Supervision and Principal will work collaboratively to foster aligned development and implementation of curriculum plans in conjunction with continued inter and cross department alignment
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Utilizing the new curriculum mapping program designed to align curriculum with student learning, state standards and new core standards. • Developing a PD plan aligned with the core goals and curriculum mapping activities. • Participating in AFL Pilot program to develop core standards. • Developing individual Personal Pedagogical Goals (PPGs) that will be monitored through the use of the mapping program, individual teacher meetings, pre-observation meetings, department meetings and formal observation reports • Aligning individual PPGs with Department, School and CEP goals. • Using Pre-Observation, Department meetings, individual pedagogical meetings, and Observations to assess the implementation of horizontal and vertical alignment in the planning cycle. • Lesson Plans will be collected and reviewed to assess alignment.

<p>Evidence</p>	<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">• Curriculum Maps are completed for each department by the close of the spring term.• Inter-visitations and observations will demonstrate vertical and horizontal alignment is attained.• Student outcomes on state exams will demonstrate consistent improvement based on honed alignment practices.• Evaluation of the effective use of common planning time to enhance student outcomes based on shared curricular vision.
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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>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve ELL student proficiency levels and Regents acquisition levels that will result in an increase in the students transitioning from beginner to intermediate and to advanced learning levels by August of 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Action Plan</p> <ul style="list-style-type: none"> • Planning conferences designed to assess ARIS data and to develop techniques to plan for differentiated learning will be held. (September 2010 to June 2011) • 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. (September 2010 to June 2011) • Using observations, which focus on the class setting and planning relative to the use of ARIS data and AVID techniques to improve instructional practices. (September 2010 to June 2011) • 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. (September 2010 to June 2011) • Implementing teacher intervisitations will be used so our teachers may focus on best practices across the instructional landscape. (September 2010 to June 2011) • Communicating student growth by using Progress Letters. (Each Marking Period from September 2010 to June 2011) • Holding Department Meetings to discuss findings and to use data to plan (twice monthly for the year) • Attaining coherence and alignment with grade level goals(September 2010 to June 2011)

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Intermediate, Advanced and Beginner learners have been more greatly differentiated programmatically. (September 2010 to June 2011) • Students have been programmed based on their level and this information has been shared with the instructors as well as the counselors. (September and January) • Title III funds will be used to partially purchase PLATO literacy software for both in –class and afterschool support. (September 2010) • Achieve3000 will be purchased by the Network and used in the ELL classes to differentiate instruction. (November 2010 to June 2011)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Improved attendance per class period and a decrease in cutting • Data assessment meetings to be held with the team to ascertain learning patterns • ARIS to be used by the teachers to assess student needs • Report Cards and Transcript reviews. • Analysis and assessing student progress in attaining 11-plus credits per child per grade level • Collaboration between the grade advisors, counselors and the respective Assistant • Using Low Interest Transcript assessment by the Inquiry team to assess and assist teacher pedagogical practices. • Individual grade level goals to be established and to serve as part of the planning of units and lessons. • A greater percentage of students graduate from term to term and their Regents exams.

Subject/Area (where relevant): School Community

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve communication with all stakeholders to enhance the collaborative efforts of the school community to continue to build a positive learning environment.</p>
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<p>Action Plan <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"> • The Quality Review Team will address the teachers to discuss the impact of the Learning Environment Survey (LES) and to share with the administration how the teachers and the administrators can work collaboratively to improve the level of communication between the teachers, parents, students and administrators. (Fall 2010) • The Parent Association (PA) will work with the Parent Coordinator (PC) and the APO to organize, distribute and analyze the recent survey results. The parents will manage the distribution and collection of surveys and develop strategies to assess communication; to provide administration with guidance.(Spring 2011) • The student government will meet to analyze the survey results to improve the metric outcome by discussing the most effective approaches, working with teachers and administrators. The students will create subcommittees designed to work with teachers and administrators to unearth the root understandings embedded in the survey data. (Spring and Fall of 2010-2011) • The Principal will use a monthly newsletter as well as a slew of letters, automated phone system and e-mail to more consistently and effectively communicate with constituents. (2010-2011 school year)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Per Session will be provided for team members to meet after school on a monthly basis. • The newsletter will be mailed to families each month • Students will meet with the Principal after school to provide feedback and guidance. • Student-generated surveys will be created by the students and distributed to the students in select classes (English or Social Studies as all students take these courses)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Surveys will be used to assess how well constituents perceive communicative measures. • The community metric will improve. • Student progress improves as a result of improved communication.

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student Performance and Progress by August of 2011 through the implementation of appropriate instructional strategies.</p>
<p>Action Plan 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"> • Programming students based on the literacy levels and/or parental agreement to participate in programs such as AVID. (September 2010- June 2011) • Continued development of the AVID and PLATO programs. (September 2010- June 2011) • Providing a .2 budget allocation to continue the position of AVID Coordinator to manage the program (September 2010- June 2011) • Students will be assigned to a tutoring session either in the morning or afternoon based on individual schedules as part of the disaggregation of the 37 ½ minutes. (September 2010- June 2011) • 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. Pre-Observations will also examine the need for performance based assessments(September 2010- June 2011)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • The AVID Coordinator has been provided with one period off daily (teaching 4 classes) each to manage the respective programs. • A counselor serves as the liaison for Special Education and College outreach services. • A counselor has been designated as the liaison for ELL services. • 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. • PLATO licenses have been increased from twenty-five (25) to fifty (50) for a total cost of approximately \$50,000; approximately 60% of the staff has been trained.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Students will have increased class credit acquisition from 73.7% to 80% • Students will have increased Regents acquisition from 65.9% to 70%. • Informal and formal observation reports will show an increase in differentiated instruction, AVID techniques, and ARIS data incorporation.

Subject/Area (where relevant): Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to increase the number of Special Education students attaining credit and Regents diplomas by August 2011.</p>
<p>Action Plan 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"> • Providing teachers with opportunities to visit other schools to assess programs. • Assess the rate of completion for Triennials; IEPs will be completed as indicted by the IEPs. • Informal and Formal Observations will be used to assess teacher-planning progress departmentally and individually. • Engaging teachers in Pre-Observation conferences to determine how to use ARIS and Special Education compliance data, and how to implement data and AVID techniques in instructional planning and practices. • Reviewing data from the Team Teaching class and providing teachers with an opportunity to visit teams in the building.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Students will be programmed based on data culled from IEPs, ESL needs, literacy levels (Gates Exam) and math levels (JKO assessment). • To program self contained classes in each of the main subject areas-Math, Science and English and History. • To have the coordinator plan IEP meetings and coordinate with teachers of special education and non special education courses. • Funding will be allocated for weekday tutoring, Saturday tutoring and PM school. • Specific instructional goals will be set by each teacher and across departments as a result of the findings culled from the case studies.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Analysis of class and program data-grades and credit acquisition from term to term. • Evidence and Analysis of Regents, and where appropriate, RCT grades • Analysis and review of aligned teacher, grade level, department and school goals • Informal and Formal Observations • Culling teachers feedback based on inter visitations and school visits

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To enhance vertical and horizontal alignment of curriculum through the implementation of curriculum mapping aligned with Professional Development (PD) strategies and the establishment of student and staff goals.</p>
<p>Action Plan 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"> • Utilizing the new curriculum mapping program designed to align curriculum with student learning, state standards and new core standards. • Developing a PD plan aligned with the core goals and curriculum mapping activities. • Participating in AFL Pilot program to develop core standards. • Developing individual Personal Pedagogical Goals (PPGs) that will be monitored through the use of the mapping program, individual teacher meetings, pre-observation meetings, department meetings and formal observation reports • Aligning individual PPGs with Department, School and CEP goals. • Using Pre-Observation, Department meetings, individual pedagogical meetings, and Observations to assess the implementation of horizontal and vertical alignment in the planning cycle. • Lesson Plans will be collected and reviewed to assess alignment.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title 1 SWP will be used to purchase the web-based program, on-site Professional Development (PD) and the web based PD. • All teachers will be provided access prior to the start of the term, so they may begin to collaborate in the development of the Curriculum Maps. • As part of the AFL Pilot Program, teachers will receive additional PD prior to their return for the new term as well as during the course of the 2010-2011 school year. • The school bell schedule was changed to provide one common time for PD for all educators. • Staffing, because of budget issues, will be reduced, so per session may be needed to support

	the overall objectives.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Curriculum Maps are completed for each department by the close of the spring term. • Inter-visitations and observations will demonstrate vertical and horizontal alignment is attained. • Student outcomes on state exams will demonstrate consistent improvement based on honed alignment practices. • Evaluation of the effective use of common planning time to enhance student outcomes based on shared curricular vision.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	87	43	15	53	38	0	8	1
10	13	40	49	48	20	0	5	0
11	7	0	0	33	05	0	5	0
12	7	26	0	0	08	0	3	0

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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. Based on our work with the EDT (a class core provided to students who we have tested and found need pre-ramp up instruction), we have reduced the number of these. All in-coming freshmen, and sophomores, are tested using the Gates S exam; the T version has been used to assess student literacy improvement based on the year’s work. Collaborative Team Teaching (CTT) and self-contained courses are offered to 9 th , 10 th and 11 th 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 will continue this year. 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 th , 11 th and 12 th grades who need to pass the Integrated Math and Math B Regents. Offered in large class size groups. Team teaching and self-contained classes offered during the day to 9 th and 10 th 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 provided during the day to 9 th , 10 th , 11 th and 12 th 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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9th, 10th, 11th, 12th

Number of Students to be Served: 77 LEP 648 Non-LEP

Number of Teachers 2 **Other Staff (Specify)** 6 content area teachers being funded by Title I SWP

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

JKO LEP students are scheduled for two ESL classes each day, or are scheduled for one ESL class and one English (ELA) class based on proficiency level and pursuant to CR PART 154 regulations. 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 and the Achieve 3000 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 and supplementary funding from Title III 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 2010 and January 2011 to prepare students for Regents Examinations administered in January 2011, and five Saturdays in May 2011 and June 2011 to prepare students for Regents Examinations administered in June 2011. The program will run three hours per Saturday, and will be offered in the following subject areas: Integrated Algebra/English Language Arts (ELA)/Living Environment/Earth Science/United States History and Government/Global Studies. 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. Two ESL teachers will participate in the Saturday Regents Preparation Program, and will work in a cooperative manner with the subject-specific content area teachers to provide additional assistance to targeted ELL learners who attend the program. It will be led by two State certified ESL teachers using small group instruction.

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.

Based upon the recommendation of Network Leaders, a consultant or consultants will be hired to instruct non-ESL teachers in the use of strategies to maximize the learning capacity of ELL students in non-ESL subject class settings. A sampling of teachers from across curriculum lines will be

conscripted, to include, but not limited to, teachers of mathematics, Social Studies, science and English Language Arts. Those teachers who receive such training will be expected to turnkey said strategies to their department colleagues. As a result, it is expected that the entire faculty will eventually become immersed and proficient in incorporating these strategies into their daily lesson planning. The school will be hiring an Educational Consultant (TBD) who will provide a sustained professional development for six sessions of 2 hours each starting during the week of November 15, 2010, ending by the week of January 17, 2011. It will target the different content area teachers as well as two ESL teachers. Six subject content area teachers, who will teach the Regents Preparation Program, will be compensated by Title I SWP funding when running the Saturday Program. However, when these teachers receive training by the ELL Educational Consultant, the teachers will be compensated with Title III funding. The two ELL teachers, who will push into these Regents Preparation classes, will receive further professional development by attending the ELL workshops. The two ELL teachers will be compensation for their attendance at workshops, and their participation in the Saturday Regents Preparation Program, with Title III funding. The purpose of the training is to share an enduring understanding of ESL pedagogy, such as, but not limited to, scaffolding instruction, teaching vocabulary to speakers of other languages focusing on the deconstruction and reconstruction of words, sentences and phrases, et cetera. In addition, the sustained professional development aims at supporting the teachers involved with the supplemental program in continuously addressing the needs of students with regard to English language development.

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

Teachers of ESL will provide English literacy instruction to the parents of ELL students, using direct instruction and the Rosetta Stone Program. In addition to improving the literacy skills of the parents, other school personnel will provide information to the parents regarding the strategies that are used to instruct ELL students. By providing these literacy skills to parents, it is conceivable that the ELL students and their parents will be able to synergistically improve their skills. MetroCards will be provided to those parents who attend the workshops. The Parent Literacy Program will begin the week of November 22, 2010, and will through the week of April 4, 2011. Specific dates will be determined.

Form TIII – A (1)(b)

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

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.

Section III. Title III Budget - \$6,441.00 Title III LEP / \$8,559.00 Title III Immigrant (\$15,000.00 total)

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$2,994.85	Per Session cost of two ESL teachers for Saturday Regents Preparation Program targeting ELL Students: 2 teachers x 3 hours per Saturday x 10 Saturdays x \$49.89 per hour = \$2,994.85

Professional salaries (schools must account for fringe benefits)	\$4,789.44	Per session cost of eight teachers to each receive professional development in strategies to teach ELL students: 8 teachers x 2 hours per session x 6 sessions x \$49.89 per hour = \$4,789.44
Professional salaries (schools must account for fringe benefits)	\$1,596.48	Per session cost of ESL teacher to provide instruction in literacy skills to parents of ELL students, using, but not limited to, the Rosetta Stone Program: 1 teacher x 16 sessions x 2 hours per session x \$49.89 = \$1,596.48
Professional Development for teaching staff	\$4,259.23	Cost of consultants (TBD) to instruct subject-content teachers in ELL teaching strategies in an ongoing basis.
Educational Software (Object Code 199)	\$1000.00	Cost of Rosetta Stone Bundle
Travel	\$360.00	Cost of 160 Gold MetroCards @\$2.25 per MetroCard for transportation costs for parents of ELL students who attend the Parent Literacy Program.
TOTAL	\$15,000.00	

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

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

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.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school provides translation and interpretation services as follows:

- All letters are mailed to the homes of parents and guardians in both English and the home language which is Spanish for this population.
- The automated messenger is used to forward messages in both Spanish and English.
- All documents are sent to the translation unit or translated on site by the Principal's secretary who is fluent in the written and spoken language.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$77,428	\$1,623	\$79,051
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,839	\$1,623	\$6,462
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$24,196	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$48,393	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 94

6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific

parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and 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 to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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:

- a. To improve the credit acquisition of students in the English program. We find that our metric has fallen for the second consecutive year (.96 to .94). We will use the PLATO and Achieve 3000 programs to improve student skill which will translate into improved student outcomes.
 - b. Concentrate on improving the percentage of students in the school’s lowest third earning 10-plus credits in the 3rd year as it decreased from 52.3% to 45.5%.
 - c. Refocus our efforts in United States History and Global Studies which essentially remained statistically flat.
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 a new CTT program as a result of an in-house case study from last year, we will again schedule 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 will be 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.
- Attempting to provide PM school opportunities for additional instruction.
- Reshaping our school day to provide for additional tutoring and small group instruction at the start and end of each day.
- Providing tutoring throughout the year in a wide variety of configurations (peer, teacher, outside organizations)
- Implementing the Advanced Placement 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.
- Requiring 60 credit hours of community service (15 credit hours a year for a four-year graduate) at the end of which a student will have earned an additional credit.
- Using the PLATO and AVID programs to increase student credit acquisition and to open college and university possibilities to all students.

3. Instruction by highly qualified staff.

- Highly qualified teachers teach 91.67% of our classes, a two-year increase of 5.67%.
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 reflect on our pedagogical practices to enhance vertical and horizontal curriculum alignment?*
- *How can we set, obtain, and reflect on individual goals?*
- *What are the identifying social, emotional, and academic characteristics of the JKO graduate?*
- *How can we develop curriculum maps designed to enhance horizontal and vertical alignment?*

Fall Semester

#1 September

- 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
 - Re-introduce the Curriculum Mapping

#2 October

- PSAT instructions/announcements (Lauren Teitel)
- School Issues/Concerns from the front line -School Rules and Regulations- consistency, clarity and a unified front
- Providing Individualized PD for new teachers to the school and/or system
- Distribute teachers surveys analyzing new tutoring/club and inquiry which were incorporated into daily schedules

#4 November – Full day-Election Day

- Curriculum Planning-Computer Room-Web based refresher
- School issues follow up

#5 November

- Preparing students for final exams
- Curriculum Mapping
- Progress Reports and QR Updates for 2009-2010

#6 December

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

#7 December

- Socratic Seminar (AVID strategy)
- Curriculum Mapping
- Goals

#8 January

- Mr. DeMeo facilitates
- Goals

#9 January

- School Goals
 - QR Updates
 - Progress Report Updates

Spring Semester Dates (Agendas TBD)

Topics to be addressed during PD; 2010-2011

Goals

Continuation of last year's Inquiry Teams

Service Providers

TEMPLATE - MAY 2010

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 2010-2011 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 an Assistant Principal designated as the PD Coordinator who will coordinate with the teachers and administrators to develop the school PD program. If budget permits, we will again have a teacher serve in this position, but at this point in time, the budget has necessitated the reduction of comp time positions.**
 - **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 at 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, and additional tutoring time has been allotted as a result of the new school bell schedule.**
 - **PM school is still an option 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.**
11. 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.
- **Surveys assessing school procedures and teacher initiatives were distributed in June of 2010; the data is being culled, assessed and is to be used in planning for the future.**
 - **A new Curriculum and Consultative Council has been developed so that the teachers and the administration can discuss all procedures and protocols in advance of any planning.**
 - **The Gates (forms S and T) have been used to assess literacy levels and the affect JKO instruction has had on the improvement of individual student literacy patterns.**
 - **A new curriculum mapping program has been purchased, teachers have been trained and the staff is working with the administrators to align, vertically and horizontally, the instruction in each class per grade level. The Common core standards and the NYS Standards have also been incorporated into the program for alignment purposes.**
12. 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.
- **Tutoring and small group instruction has been incorporated into the new daily bell schedule in the morning and afternoon for four days a week, totaling an additional 150 minutes of instruction and support.**
 - **ARIS, periodic assessments, report cards and transcripts are used to assess student needs by counselors, teachers and administrators to concentrate on those areas of greatest student need.**
 - **Gates exams (S and T) are used to assess student literacy**
13. 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.**

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved

learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A			Yes
Title I, Part A (Basic)	Federal	X			Title I, Part A (Basic)	Federal	X
Title I, Part A (ARRA)	Federal	X			Title I, Part A (ARRA)	Federal	X
Title II, Part A	Federal			X	Title II, Part A	Federal	
Title III, Part A	Federal	X			Title III, Part A	Federal	X
Title IV	Federal			X	Title IV	Federal	
IDEA	Federal	X			IDEA	Federal	X
Tax Levy	Local	X			Tax Levy	Local	X

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

APPENDIX 7: 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>

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.
 - 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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Jacqueline Kennedy Onassis High School					
District:	2	DBN:	02M529	School		310200011529

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		82.0	83.4	81.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	263	230	228				
Grade 10	178	207	182				
Grade 11	141	146	159				
Grade 12	140	124	140				
Ungraded	1	0	0				
Total	723	707	709				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.2	96.0	94.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	70.8	65.8	76.6

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	12	19

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	6	15	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	31	24	29	Principal Suspensions	395	160	187
# in Collaborative Team Teaching (CTT) Classes	29	32	38	Superintendent Suspensions	26	28	21
Number all others	43	51	52				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	260	168
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	44	44	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	12	10
# receiving ESL services only	54	50	TBD	Number of Educational Paraprofessionals	2	2	2
# ELLs with IEPs	5	17	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	23	28	83	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	57.8	51.1	72.9
				% more than 5 years teaching anywhere	42.2	42.2	52.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	82.0	87.5
American Indian or Alaska Native	0.4	0.1	0.3	% core classes taught by "highly qualified" teachers	91.1	95.8	92.1
Black or African American	25.7	24.3	22.4				
Hispanic or Latino	63.1	66.9	69.3				
Asian or Native Hawaiian/Other Pacific	5.5	5.5	5.2				
White	5.3	3.0	2.8				
Male	38.2	37.6	37.0				
Female	61.8	62.4	63.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: X
Math:	Math: v
Science:	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	67
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				X	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial				-	-	
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				3	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	58.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	19.5	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	28.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

The New York City Department of Education
JACQUELINE KENNEDY ONASSIS HIGH SCHOOL
FOR INTERNATIONAL CAREERS
120 WEST 46TH STREET • NEW YORK, NEW YORK 10036

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Principal

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**Title I Parent Involvement Policy and Parent-School Compact for
Jacqueline Kennedy Onassis High School**

Section I: Title I Parent Involvement Policy

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parents' Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ³dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

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

JKO HS will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.

- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

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

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

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

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

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Practice Area Network	District 02	School Number 529	School Name Jacqueline Kennedy
Principal Edward DeMeo		Assistant Principal Steve Athanasakis	
Coach		Coach	
Teacher/Subject Area Nancy Garcia/ESL		Guidance Counselor Nicole Vega	
Teacher/Subject Area Odetta Ciancarelli/ESL		Parent Pedro Urbaez	
Teacher/Subject Area		Parent Coordinator Brigitte Aponte	
Related Service Provider		Other	
Network Leader		Other Neil Eidelberg, A.P.O	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	714	Total Number of ELLs	72	ELLs as Share of Total Student Population (%)	10.08%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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.

Over the past few years, many parents have requested that their child be placed in the Freestanding English as a Second Language Preprogram, which JKO does offer. About 95% of parents have chosen this as the best program for their child. The other 5% of parents have chosen to place their child in a Bilingual Program, which JKO does not offer. The school provides these parents with resources to seek alternative placement in a school that would best fit the linguistic needs of their child. A Bilingual Program is not provided at JKO H.S. due to the fact that we do not have the appropriate number of requests from parents to begin such a program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0

Dual Language (50%/50%)															0
Freestanding ESL															
Self-Contained															0
Push-In										22	20	20	10	72	
Total	0	22	20	20	10	72									

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	24
SIFE	12	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	26

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21	6	1	25	4	1	26	2	1	7
Total	21	6	1	25	4	1	26	2	1	7

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										20	17	19	7	63
Chinese										1	1	1	1	4
Russian														0
Bengali										1	1			2
Urdu														0
Arabic											1		1	2
Haitian													1	1
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	0	22	20	20	10	72								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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 has an English Language Learner (ELL) program that 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 because of the limited number of student's that meet the need for the program to occur.

The ELL program is provided with instructional materials such as NYSESLAT prep materials, novels, plays, nvelas, 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 and Achieve 3000. The program has also incorporated collaborative team teaching, which pairs a monolingual teacher with an ESL teacher in mainstream subject areas. ELLs in the ninth grade are also provided with a Global History class that focuses on literacy. 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 following procedures are used in such cases:

- 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 thenative 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 twelve (12) 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, from ELL to monolingual English classes, by their ELL teachers and counselor. The students will continue to have the option for two years to use translation dictionaries/glossaries and 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.

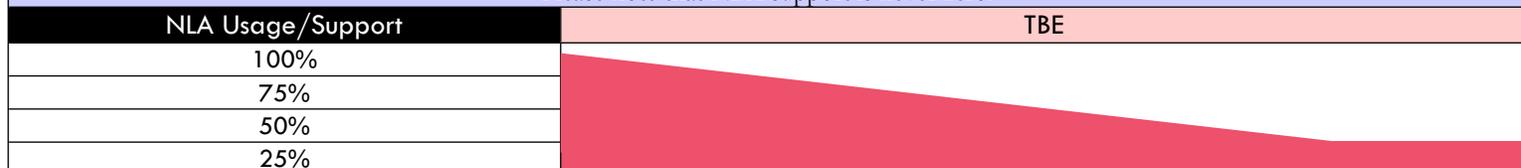
Programs and activities for newly enrolled Limited English Proficient (LEP) students include: the incorporation of ESL strategic instruction; assist students in performing at grade level; ensure academic rigor and conceptual understanding through the use of literature and content-based instruction; and help ELL students meet and/or exceed New York State and City standards. and/or counselor. However, because of student placement in mainstream classes while in the ESL program, additional support is embedded in the program. These students are provided with testing accommodations for two years and are allowed to use bilingual dictionaries.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

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 and Achieve 3000 are also incorporated in the classroom. 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.

Students who reach NYSESLAT proficiency are aided in their transition by their ELL teachers' 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 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

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. In addition, students receive Spanish as a Native Language Elective.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

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. 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 and OELL Newsletter, which contains a wealth of ESL information, is available to teachers. In addition, monolingual classroom teachers have the opportunity to attend outside workshops.

E. Parental Involvement

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

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. Administration and school staff, including ESL staff, guides these events. 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 Parent Link, 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 V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	1	1	2	5
Intermediate(I)										9	11	15	4	39
Advanced (A)										12	8	4	4	28
Total	0	0	0	0	0	0	0	0	0	22	20	20	10	72

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0	0	0	0
	I										0	1	1	1
	A										4	1	6	2
	P										14	13	9	5
READING/ WRITING	B										1	0	0	1
	I										7	8	12	3
	A										11	7	4	4
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	15		7	
Math <u>A</u>	49		17	
Math <u>B</u>	3		1	
Biology				
Chemistry	1		1	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science	10		2	
Living Environment	31		13	
Physics				
Global History and Geography	6		4	
US History and Government	48		11	
Foreign Language	16		14	
Other <u>Geometry</u>	18		8	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

According to the June 2010 New York City and State data, ELLs are performing as follows in the target content areas. In Mathematics, twenty-one (21) advanced level students were scheduled to take the Math Regents Exam in Algebra of which eleven (11)

scheduled to take the test of which one (1) failed, one (1) passed. At the beginning level, no one was scheduled to take the exam. Results from the U.S. History & Government Regents exam indicate that forty-eight (48) ELL students were scheduled to take the exam. At the advanced level, twenty-four (24) students were scheduled to take the exam of which sixteen (16) failed and eight (8) passed. At the intermediate level, twenty-three (23) students were scheduled to take the exam. Three (3) students passed and twenty (20) failed. At the beginner level, one (1) student was scheduled to take the exam and that student failed.

Results from the Living Environment Regents exam revealed that thirty-one (31) students were scheduled to take the exam. At the advanced level sixteen (16) students were scheduled of which ten (10) passed and six (6) failed. At the intermediate level, fourteen (14) were scheduled of which two (2) passed and twelve (12) failed. One (1) beginner took the exam and passed. Results from the Earth Science Regents Exam revealed that six (6) advanced level students were scheduled to take the test, which four (4) failed and two (2) passed. At the intermediate level, four (4) students were scheduled to take the exam of which all failed. In the Chemistry Regents, one (1) advanced student was scheduled and passed.

Results from the English Regents Exam revealed that fifteen (15) ELLs were scheduled to take the exam. At the advanced level, eight (8) students were scheduled of which two (2) failed and six (6) passed. At the intermediate level, six (6) students were scheduled to take the exam of which one (1) passed and five (5) failed. At the beginner level, one (1) student was scheduled and failed. Results from the Spanish Regents indicate that sixteen (16) ELLs were scheduled for the exam. Ten (10) advanced students passed one (1) failed. Four (4) intermediate students passed and one (1) failed.

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

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 2010 confirms that JKO students are testing poorly; approximately 65% of the students consistently fail the State Regents Exams and 64.8% of the students pass 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 ELL program's success is based on the data from the New York Regents Exams, credit accumulation, and the ELL graduation rate. Based on the results of the 2010 NYSESLAT Exams, we are using this data to program students based on their various needs. We are programming based on literacy, communication/fluency of the English language, and individual graduation needs. This will aid the teachers in better servicing the students and tackling the specific academic issue that individual students need to perform better in their classes and state exams. As a result of the data from the NYS Regents exams, we have implemented more programs to aid the students. Programs such as mandated tutoring during first and ninth periods, PLATO, one on one help from teacher assistants, co-teaching in mainstream classes, and specific regents professional development for ELL teachers. The school's action plan includes aligning resources based on need and analysis of the Progress Report data. From this review, other programs such as AVID, literacy support, PLATO, ELL Labs, and Achieve 3000 are being 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.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		