



*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** JACQUELINE KENNEDY ONASSIS HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 02M529

**PRINCIPAL:** EDWARD DEMEO

**EMAIL:** EDEMEO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MARISOL BRADBURY

10-03-2013

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Edward DeMeo	*Principal or Designee	
George Glantzis	*UFT Chapter Leader or Designee	
Yvonee Viruet	*PA/PTA President or Designated Co-President	
Kenia Urena	DC 37 Representative, if applicable	
Oscar Reyes Daniel Villar Juan Cuello	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Olympia Pahis	Member/ teacher	
Irene Wilson	Member/ parent	
Santa Duran	Member/ parent	
Marivic Nazares	Member/ parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.



In order to facilitate the programs offered, JKOHS receives a variety of funding sources, such as, Fair Student Funding (FSF), Title 1 School Wide Program (SWP), Vocational And Technical Education Act (VATEA) Funds, Contract for Excellence (C4E) funds, Title 3 ELL funds and Title 1 SWP Priority funds. We have also received an ARRA RTTT Citywide Instructional Expectation allocation for 2012-2013.

Improving teacher effectiveness is an umbrella designation under which a variety of approaches, programs and allocations are combined to enhance teacher ability and specificity designed to further support student growth and development in content, skill and knowledge.

The Danielson Model has served as a template upon which JKOHS has built its instructional support program. Specifically, JKOHS administrative staff has used the funding sources noted above to import educational software systems and provide Professional Development (PD) for teachers. For instance, TL FSF was used to purchase SKEDULA , a web-based computer system used by parents, students and teachers to provide 24-hour access to student data.

JKOHS allocated TL FSF to CFN 402, chosen support system, to provide direct instructional support as well as budget and building facilities. Instructionally, the CFN has coordinated JKOHS entry into the Teacher Effective Program (TEP) while also providing independent PD opportunities.

TEP provides a coach who meets weekly with the administrative team as well as visiting classes to norm observation protocols and increase observation frequency. Based on internal data, 71 observations, partial and full period, have been effected as of the start of the new year for 45 teachers. Last year at this time, JKO administrative team had observed teachers 39 times (all full period) for 42 teachers. As a result of the increased frequency, we have been able to put in place a number of initiatives such as portfolio use, conferencing, student goal setting and cross reference literacy strategies to better align school wide practices.

In addition to an increased frequency of observations, JKOHS administrative team members have developed a midyear evaluation which combines an analysis of school, department and individual scholarship with the Danielson self evaluation process. Additionally, JKOHS is using the additional PD allocation from TEP to pay for teachers who are attending PD opportunities for the Teacher Effectiveness Program.

TL FSF allocations have been used to fund the AVID Coordinator position. The program is structured to impart organizational skills; it is also structured to support students who will be the first college participants for each student's family. The techniques of this program are used across the school and have been embedded in the PD and throughout the fabric of each department. It also has a very strong counseling component, specifically college advisement. This program is directly aligned to the school's work in getting student to college and to the College and Career Readiness Metric as evinced by the recent Progress Report Metric of 6.1/10. The school anticipates a stronger metric for the next assessment based on our continued work with, and training of, our teachers and students accordingly.

Title 1 Focus funds have been used to support our programs via OTPS, Per Diem and Per Session Activities. Specifically, the funds were used thusly,

- Per session for Teachers (20 teachers totaling 172 hours for all per session for the year)
- Absence Coverage to Release Teachers for Professional Development (90 Days)
- Educational Software (Common Core Standards)
- General Supplies (Purchases so far: 30 laptops and 1 SMARTBOARD)
- General Supplies (Supporting Great Teachers)

Special Education has increased to capture 16.67% of the total school population. Although this percentage is slightly larger, the percent is not of as great a concern as the needs of the students. We have a greater number of students who need socio-emotional services and their Individual Educational Plans (IEPs), Annuals, Triennials, etc. is not necessarily aligned to actual student need. As a result, we have created an IEP Coordinator position. The Coordinator sets individual schedules; reviews work completed in SESSIS and analyzes data culled from CAP, SESSIS and other related systems. The Coordinator works directly with administrators, teachers and teachers of special education to serve as a liaison in ensuring all stakeholders are aware of the needs; the Coordinator also works with the Assistant Principal of Supervision (APS) to plan for teacher use of techniques and data across the instructional spectrum. This knowledge helps teachers become better as they better understand their students individually.

C4E, FSF and TL SWP funds have been used to create new teaching positions in Mathematics, so we could expand the classes to provide daily, back-to-back double-period sessions for students in need. The same allocations were used to create the double-period Ramp Up Literacy classes. The students who do not partake in the Ramp Up program during freshman year are scheduled for a traditional English class (literature based with writing) and an independent writing course. The writing

course is funded with a combination of TL SWP and TS FSF.

The Assistant Principal of Supervision is directly responsible to manage programming in concert with the program chairperson, observe classes, and manage Professional Development and to meet collectively and individually with teachers across the spectrum. This position was funded with Title 1 SWP and FSF.

### **GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Major Recommendation**

#### **THERE WAS NO MAJOR RECOMMENDATION FROM SED**

- **QR:** Deepen differentiation of instruction, based on data, so that all lessons offer suitable challenge to students at their individual level to maximize their potential; create systems for teachers to disaggregate interim assessment data for more content- and skill-specific goal setting, progress monitoring, and meaningful evaluation of curriculum and instruction. Taken from New York City QR, dated February 24-25, 2010 and page 5.
- **SURVEY DATA:** My school sets high standards for student learning (6.8-Teachers); Sent parents written information on what you are teaching and what students are expected to learn (5.6-Teachers)

#### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.  
 3.2 Enacted curriculum  3.4 Teacher collaboration  
 3.3 Units and lesson plans  3.5 Use of data and action planning

#### **Annual Goal #2**

**IN SEPTEMBER 2012, 0% OF THE TEACHERS WORKED AS MEMBERS OF A LEADERSHIP TEAM. BY JUNE 2013, A LEAD TEACHER TEAM WILL EXIST AND FACILITATE THE MOVEMENT OF APPROXIMATELY 80% OF THE TEACHERS IMPROVING IN THEIR USE OF DATA TO CREATE, ANALYZE AND DEVELOP TARGETED INSTRUCTIONAL (CONTENT-KNOWLEDGE AND/OR SKILL) PRACTICES.**

#### **Instructional strategies/activities**

A pedagogue will be identified for each primary subject area and that teacher will be programmed for a common planning time period; the lead teacher team and the administrative team will meet once a week to assess trends and to enhance a systemic approach to instruction. The lead teachers will develop a Professional Development (PD) calendar which will focus on how PD is fostered in department meetings. The lead teachers will prioritize objectives and will coordinate their efforts within and across the curriculum. School wide and individual class data will be shared and analyzed by the lead teachers. TEP trend indicators and scholarship reports will be used. The lead teachers will visit classes within and across subject areas and grade levels; lead teachers will visit classes in other subject areas with a specialist from that subject area, so a systems analysis of practices is better understood. The lead teachers will support peers in the use of programs such as AVID, Virtual Enterprise (VE) and expanded programs as evinced by Ramp Up Literacy, writing classes and double period Mathematics classes. Lead teachers will guide the development and implementation of Individual student goals and student portfolios will be used to help students self assess and track their development. A review of technological resources will be implemented and adjustments implemented accordingly.

**Budget and resource alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy      X Title IA      Title IIA      X Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

The effective use of planning and preparation strategies is paramount to both student and teacher success. To this end, the budget allocations have been used to support all constituents in providing resources for effective and efficient development and implementation of planning and preparation for all pedagogues.

The Assistant Principal of Pupil Personnel Services (AP PPS) has received the ARRA RTTT Data Specialist Allocation, so he may manage the various data systems (ATS, SKEDULA, Galaxy, CAP, ARIS and SESSIS) to provide updated systemic and custom reports to departments, teachers and administrators which in turn is used by the various constituents to better understand student needs and to plan accordingly.

A .2 allocation was allotted to create an IEP Coordinator position; the IEP Coordinator has worked to streamline the development and creation of new IEPs, manage Triennials and to work as a liaison between the administration and general subject staff members. The IEP Coordinator teaches in an ICT format, assists the administration in designing a new ICT approach and has collaborated with the administration in creating and managing the peer teacher observation process. The Coordinator has also assisted in the construction of the detention policy which is used in lieu of the suspension protocols.

The Danielson Model has served as a template upon which JKOHS has built its instructional support program. Specifically, JKOHS administrative staff has used its funding (Fair Student Funding (FSF), Title 1 School Wide Program (SWP), Vocational And Technical Education Act (VATEA) Funds, Contract for Excellence (C4E) funds, Title 3 ELL funds and Title 1 SWP Priority funds).

Although the ARIS System is used to assess student data, management of data has been transitioned to the SKEDULA system (\$14,000 TL FSF); training; the SKEDULA system was determined to be more useful since all constituents (Teachers, Parents-Guardians, Counselors and Administrators) may access it on an open-ended, daily basis. All data is seen in real time and is accessible from any location with computer access and stakeholder passwords.

The Danielson process has not cost the JKO TO any exact allocation as the CFN and DOE Central has absorbed the computer programming construction costs and the value of the TEP Coaches.

TL FSF funds have been used to buttress the Advancement Via Individual Determination (AVID) program and expand the pedagogical force. The AVID Coordinator position and two Mathematics positions were funded, either wholly or partially, with this funding source. In turn, the AVID program was maintained programmatically and the AVID Coordinator has worked with the administration to expand the use of the instructional techniques. These techniques were embedded in the Professional Development (PD) program and coupled with the development of a new tutoring center, the AVID teachers have worked with peers and students alike to impart techniques designed to make college a more plausible reality for our students many of whom will be the first persons in their families who will attend college.

The partial funding of the Math teachers has permitted the hire of additional Math teachers resulting in the expansion double-period Math classes for in-coming freshmen. Two drivers of these decisions were: The need to address College and Career Readiness which is the underpinning of the Citywide Instructional Expectations (CIE) as well as addressing the College and Career Readiness metric which resulted in JKO receiving a 6.1/10 on the Progress Report (PR). Although the graduation metric increased by more than 8%, it is still below 70%. The Mathematics data from the previous PR indicated an increased need; assessing the incoming student body for September 2012 reinforced the need for greater support in Mathematics. Although there is a similar need in Social Studies, it was determined that a change in personnel and greater concentration on training in AVID, literacy and other techniques such as literacy would be a stronger approach; more money and an increased teacher force were not the answers to this issue we determined.

**Title 1 Focus funds have been used to support our programs via OTPS, Per Diem and Per Session Activities**

- Per session for Teachers (86 hours)
- Absence Coverage to Release Teachers for Professional Development (140 Days)
- General Supplies (Supporting Great Teachers)

**Title III Funds have been used for per session and OTPS as noted below**

**Per Session - ELL**

- Guidance Counselor Per Session- (2) Parent Workshops =(4hours)
- Teacher Per Session – ELL tutoring: 34 sessions
- Annual Per Session-3 Guidance Counselors totaling 262 hours for the year

**OTPS**

- Supplies - ELL Innovation Programs – (1) Smart Board.

**Title 1 SWP was used as indicated below:**

**Curriculum & Staff Development**

- 3 Guidance Counselors  
FSF- 123 hours, Title 3-30 hours; Title 1 Focus 110 hours
- Title I – 5% Professional Development
- Used to pay teachers to attend classes and PD- 5 teachers across the curriculum meet daily based on the use of common planning time

The Title 1 SWP for JKO was used to partially fund eleven (11) teachers ranging from Mathematics and English to Science and Social Studies and in program such as ELL and Special Education. When coupled with FSF TL funds, our staff has been able to expand and common planning time was redistributed based on student program needs. A lead teacher team was developed and common planning time was planned for this team for the Spring 2013 school term.

Common Planning Time, increased observations, the development of the lead teacher team and AVID have combined to provide all constituents with the time and mandate to use data to assess instructional practices across the instructional spectrum at JKO.

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- **THERE WAS NO MAJOR RECOMMENDATION FROM SED**
- **QR:** 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 Taken from New York City QR, dated February 24-25, 2010 and page 6.
- **SURVEY DATA:** My school sets high standards for student learning (6.8-Teachers) my teachers inspire me to learn (6.5-students).

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_\_\_ 4.4 Classroom environment and culture

**Annual Goal #3**

**NEW TEACHERS WILL COORDINATE EFFORTS WITH PEERS TO ORGANIZE INSTRUCTION ANNUALLY IN THE FORM OF CURRICULUM MAPS AND DAILY LESSON PLANS DESIGNED TO INCREASE INSTRUCTIONAL RIGOR AND STUDENT PARTICPATION IN THE LEARNING PROCESS IN EACH CLASS AS EVINCED BY ALIGNMENT TO TEACHER EFFECTIVENESS COMPETENCY 1E (DESIGNING COHERENT INSTRUCTION)**

**Instructional strategies/activities**

New teachers to the JKO community will meet during common planning time to develop student units of study based on the use of the CCLS. Teachers who are new to JKO and are also untenured will attend tenure meetings designed to outline and reinforce compliance mandates while encouraging greater participation in the community. PD will be sued in department meetings designed to align the lessons, units of study and Curriculum Maps to the standards. A unit of study for Mathematics, Science, English and Social Studies will be aligned; individual lesson samples will illustrate alignment. Portfolios, student conferencing and student goal setting will be implemented. Newly structured midterms and finals will be implemented. Observations, midyear meetings and end year meetings will be used to assess teacher growth and development.

**Budget and resource alignment**

• Indicate your school’s Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy       Title IA       Title IIA      X Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

In order to support student and staff constituents in enhancing instructional practices, funding sources such as TL FSF, Title III LEP, Title 1 SWP and Title 1 Focus SWP have been used as part of the OTPS. For instance, TL FSF was allocated to Curriculum and Staff Development and TL FSF was allocated for Educational Software. Funds were allocated from the VATEA funds for supplies and non-contractual services.

- Counselor Per Session: 3 Guidance Counselors 3 Guidance Counselors -FSF- 123 hours, Title 3-30 hours; Title 1 Focus 95 hours
- Supervisor Per Session: 3 Supervisors -FSF-395 hours, Title 1 Focus 105 hours
- Teacher per session: 20 teachers- Title 1 LEP- 125 hours, Title 1 Focus- 142 hours, FSF- 875 hours
- Absence Coverage to Release Teachers for Professional Development (25 Days)

The Title III funds have been used thusly,

Per Session - ELL

- Guidance Counselor. Per Session- (2) Parent Workshops =(4hours)
- Teacher Per Session – ELL tutoring: 34 sessions

OTPS

- Supplies - ELL Innovation Programs – (1) Smart Board.

Title 1 SWP was used as indicated below:

The AVID Coordinator position was funded with TL Title 1 SWP Priority allocation was reinstated and Title 1 10% set aside allocation, representing 40% of the salary for our Assistant Principal of Supervision, was used to fund the position since the APS works directly with the teachers on a daily basis to hone teacher instructional practices, planning and goal setting.

The lead teachers will be provided with common planning time, so they may coordinate their efforts as they then share their collective findings with the staff in department meetings. They will coordinate the development and implementation of CCLS Units of study, the CIE and develop inquiry team foci for each department. There is no additional allocation required to facilitate the plan, but programming will be adjusted to meet the stated needs.

Curriculum Maps have been developed in each subject area and are under review to reinforce alignment to the CCLS and CIE protocols. Student conferencing, goal setting and portfolios have been implemented in each subject area. To effectively implement these measures, a lead teacher team was developed. There was no need for the use of additional economic resources; however, common planning time for the team members has become a need.

New midterm and final exam structures have been established to more closely align with the Regents rigor in content and application. . To effectively implement these measures, a lead teacher team was developed. There was no need for the use of additional economic resources; however, common planning time for the team members has become a need.

#### **GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTHS (TENET 5)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

##### **Major Recommendation**

##### **THERE WAS NO MAJOR RECOMMENDATION FROM SED**

- **QR:** 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. Taken from New York City QR, dated February 24-25, 2010 and page 6.
- **SURVEY DATA:** On a scale of 1 to 4, how available are teachers and other adults to talk about a problem you are having in class? (6.7-Students): On a scale of 1 to 4, how available are teachers and other adults to talk about something that is bothering you? (6.5-students)

##### **Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

##### **Annual Goal #4**

- **CONSTITUENTS ARE ABLE TO ARTICULATE HOW THE SCHOOL COMMUNITY IS SAFE AND CONDUCIVE TO LEARNING AS ILLUSTRATED BY DANIELSON DOMAIN COMPONENTS 2B (ESTABLISHING A CULTURE FOR LEARNING) AND 2D (MANAGING STUDENT BEHAVIOR) RESULTING IN A 10% INCREASE IN THE COLLEGE AND CAREER METRIC DENOTED ON THE PROGRESS REPORT.**

**Instructional strategies/activities**

It is our opinion that students cannot effectively learn and teachers cannot teach well in an environment undermined by a lack of rituals and routines. To this end, we have implemented hall sweeps are used each day to secure the building, initiated a detention policy was adopted and has been used to provide students with minor infractions (hats, iPods, etc.) to learn how to comport themselves without the toughest sanction of suspension; meet as a security meeting is held monthly with SSAs, administration and teacher union; avail ourselves of outside programs such as Big Brothers-Big Sisters and the Positive Behavioral Intervention System (PBIS) are used to support student needs, and developing teacher and counselor Professional Development (PD) fostered in larger group settings as well as by department.

**Budget and resource alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- elect the fund source(s) that your school is using to support the instructional goal.

X Tax Levy     Title IA     Title IIA     X Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

**A safe school community is attained through the coordination of a wide range of supports and services; like a finely spun spider web tendrils, these strands overlap throughout the program matrix to reveal a web-like structure designed to support student growth and educational development while ensuring that the community is safe for all learners.**

**Based on the average cost for a teacher at JKOHS, three teachers cover eight (8) periods a day in their capacity as deans. The school employs three counselors as well funded with TL FSF is; one counselors is partially funded using CFN Support HS funds. JKOHS is also allotted a mandated counselor who is funded with a combination of TL FSF and Mandated Counseling funds. Additional FSF are allocated from the JKOHS budget to fund a family worker.**

**Three administrators (funded with TL FSF, plus Title 1 SWP) are employed for Administration, Pupil Personnel and Instructional Supervision. In addition to these specific duties, the administrators coordinate with the deans and counselors to establish and implement policies designed to a safe community conducive to learning. Teachers and administrators volunteer for the detention center.**

**FSF is used to fund the SKEDULA system and to provide teacher training to link all pedagogical constituents with one another as well as parents and students. It is through the SKEDULA system that the constituents are able to develop and distribute information related to attendance, class activity and general scholarship. Community members are able to articulate how the school community is safe and conducive to learning in real time each day at any time a constituent wishes to access the system.**

**TL 1 Priority Focus SWP funds, Title III LEP and TL FSFS have been allocated in the school's Galaxy to provide Guidance Counselor Per Session. TL 1 Priority Focus SWP and TL FSF have been allocated for Supervisor Per Session. OTPS was allocated to purchase student planners which outline the school rules, regulations, and anticipated special events.**

**Title 1 SWP was used as indicated below:****Curriculum & Staff Development**

- Bureau of Education & Research – staff workshop to be held on 3/8/13
- Lotus Fine Arts Productions -Workshop & Performance
- Parent-Involvement, non-contractual services
- Two school secretaries-Title 1 SWP Translation-152 hours

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- Off Of Pupil Transportation, Metro cards for parents 10-26-12
- Staples- copy paper purchased for parent mailings 1-17-13

Title 1 Focus funds have been used to support our programs via OTPS, Per Diem and Per Session Activities

- Per session for Supervisors- 3 supervisors -100 hours
- Parent Engagement (Non Contractual Services)

## GOAL AND ACTION PLAN #5 FAMILIES AND COMMUNITY ENGAGEMENT (TENET 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Major Recommendation

#### **THERE WAS NO MAJOR RECOMMENDATION FROM SED**

- **QR:** Deepen differentiation of instruction, based on data, so that all lessons offer suitable challenge to students at their individual level to maximize their potential; create systems for teachers to disaggregate interim assessment data for more content- and skill-specific goal setting, progress monitoring, and meaningful evaluation of curriculum and instruction. Taken from New York City QR, dated February 24-25, 2010 and page 5.
- **SURVEY DATA:** Sent parents written information on what you are teaching and what students are expected to learn (Teachers-5.6)

### Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

### Annual Goal #5

- **COMMUNICATION WITH PARENTS, GUARDIANS AND STUDENTS WILL INCREASE RESULTING IN GREATER TEACHER AWARENESS OF STUDENT NEEDS WHICH IS ALIGNED TO THE DANIELSON DOMAIN COMPONENTS 2B (ESTABLISHING A CULTURE FOR LEARNING AND 2D (MANAGING STUDENT BEHAVIOR) AND COMPONENT 4A (REFLECTING ON TEACHING) AS MEASURED BY SCHOOL SURVEY, IN-HOUSE SURVEYS, NEWSLETTERS AND TRACKING THE DOCUMENTS SENT TO STUDENT HOMES.**

### Strategies to increase parental involvement and engagement

In order to increase parent involvement, we plan to hold Parent Family Workshop where parents, teachers and administrators will engage in a series of workshops ranging from effective communication with teens to assessing responsibilities for parents and students alike. The workshop will include dinner and be held on a Saturday during the term.

More globally, we have allocated space to provide for Inwood House Teen Choice, an additional counseling service JKOHS brought into the school to provide for students in need of individual counseling service beyond what is already provided. Grade level meetings are held at the start of each term to share statistical findings for each grade and to set grade-level goals School Messenger is an automated phone system—teachers, counselors and administrators have taped messages to be sent to specific sub groups, classes or the school community at large. SLT Meetings have been used to share school wide data and to solicit parent support and interaction. The principal generates newsletters, letters, etc. to keep parents-guardians and teachers informed of school progress; these forms of communication are translated. All documents created at JKOHS for parents are translated into Spanish for parents-guardians. SKEDULA was implemented to enhance real-time communication with parents-guardians, students, administrators and teachers. Counselors have been employed and charged with serving as daily liaisons between the parents-guardians and the school community at large.

**Budget and resource alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy     Title IA     Title IIA    X Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

JKOHS is an Ed Opt school located in the heart of the business and cultural center of the city in mid Manhattan. Our population comes from all boroughs with a concentration calling the upper Manhattan, the Bronx and Brooklyn home. In total, 7.75% of the JKOHS population is designated as ELL and 16.66% of the JKOHS population is designated as in need of Special Education Services. Approximately two-thirds (67%) of the student body is in need of English and/ Mathematics support as they average six years below grade level.

It is because of this combination of factors that communication with constituents is a school goal; we strive to establish a culture for learning which, in turn, relies on establishing student behavior and reflecting on teacher practices.

The Title 1 SWP Translation Services allocation has been allotted for School Secretary Per Session, because the Principal's secretary translates all documents sent to the parents-guardians. FSF funds have been scheduled for SKEDULA and related, subsequent training for parents.

Title 1 Focus funds have been used to support our programs via OTPS, Per Diem and Per Session Activities

- Parent Engagement (Non Contractual Services)

Per Session - ELL

- Guidance Counselor Per Session- (2) Parent Workshops =(4hours)
- Teacher Per Session – ELL tutoring: 34 sessions

TL FSF is scheduled for the three counselors; one counselor is partially funded using CFN Support HS funds. JKOHS is also allotted a mandated counselor who is funded with a combination of TL FSF and Mandated Counseling funds. FSF has been allocated from the JKOHS budget to fund a family worker.

Title III fund have been used to develop the ELL program. The program will run from December 5, 2012 and will run on Mondays and Wednesdays from 3:25 PM until 4:55 PM for a minimum of thirty-four (34) sessions, and the language of instruction will be in English. Our afterschool program would present ELLs with a technology and media rich environment that focuses on building literacy skills. By offering this service, we are providing one of our most in-need populations with a vital resource. The two ELL teachers and the ELL Guidance Counselor will be available to ELL students. We believe this will be an additional and effective method for building literacy. As we continue to work hard to move our ELL population forward in the most productive and engaging manner, we ask for your continued assistance in this important matter. As part of this ELL Afterschool Program, the school plans to ramp up technology in the ELL classroom by purchasing a Smartboard which will increase ELL development for 9th and 10th graders. Besides this, we would like to invest in a nonfictional, informational text. This will be used as a resource, not only in the ELL classroom but during our afterschool program as well. This program is aligned to the goal as it supports consistent communication with parents while also establishing a culture for learning.

Title 1 Priority/Focus SWP Parent Involvement was scheduled for non contractual services as was title 1 one percent (1%) set aside-Parent Involvement. TL Fair Student Funding was scheduled for the purchase of the School Messenger contract.

The SWP Parent Involvement was primarily allocated for the purchase of paper which is used for our mailings to the parents' homes.

- Off Of Pupil Transportation, Metro cards for parents 10-26-12
- Staples- copy paper purchased for parent mailings 1-17-13

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	2 Ramp-Up classes(double period) for the lower skill level students, 4 writing courses for the freshman cohort	Small group	During the school day
Mathematics	6 Double period math courses for Integrated Algebra, 1 double period Geometry course and 1 double period AP Calculus course, 6 Regents review courses for Integrated Algebra and Geometry. After school Regents tutoring in Integrated Algebra, Geometry and Trigonometry.	Small group, tutoring	During the school day, after school tutoring
Science	1 Regents prep course for Living Environment, 9 Horticulture and Environmental Studies courses for lower level skills Tutoring for all Science Regents courses	Small group, tutoring	During the school day, after school
Social Studies	2 Regents prep courses for Global and US History	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teen Choice Program, individual and group counseling services, classroom discussions on depression, self-esteem, healthy relationships	Small group, one on one	During the school day, after school

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**Based on the 2011-2012 BEDS report, 95% of the pedagogical population was Highly Qualified (HQ) with the remaining 5% in the process of attaining their degrees. In 2012-2013, we have had a teachers leave our school for a variety of reasons ranging from starting new families to taking administrative and/or CFN positions; others chose to move to closer to their childhood homes and, thus, left the system; the total turnover was .**

**We use a variety of resources to create a pool of candidates who are then assessed for skill and subject area knowledge. We often begin with the New Teacher Finder system coupled with a call for a list of available teachers in a given subject area to the HR Director for our CFN. We also review the Open Market Hiring System and I send an email to colleagues to gather names of worthy candidates. We also access the ESSS. I then access the DOE systems to review existing files; I review previous ratings, incidents, etc. A list is culled and the teachers of interest are asked to interview with the Assistant Principal of Supervision and members of the existing teaching staff. The surviving candidates are then funneled to me for a second level interview; it is at this interview I provide them with a Danielson-based assessment. I am trying to assess how the candidates react to pressure as well as how well skilled they are during the interview.**

**Transitioning form 2011-2012 to 2012-2013, we have hired seven (7) new teachers to replace those who left and to accommodate for an increase in personnel as we implemented new, double-period Math classes, thus resulting in an expansion of the staff. Of those hired, 50% of those selected were student teachers who worked in the school in the last two (2) years. We train these candidates, assess their work, write observations and then hire them if all works well. Approximately 25% of those hired were sent to us by colleagues who we interviewed and found to be appropriate for our community. A little more than 12% of those hired were ATRs who worked in our building as part of the new rotation cycle and, similarly, some 12% of those hired were selected from a pool of candidates without any prior connection to the community or CFN.**

**As a result of this process, we were better able to provide for a seamless transition from one group of educational experts to the next, but in the process, our rate of HQ has decreased, but since the new BEDS Survey has not been released we are unsure of the percentage.**

**Once hired, we need to work to retain pedagogical services. We begin by providing each teacher with an electronic version of the teacher and counselor handbook for JKOHS. We meet individually with each teacher at the beginning of the year and collectively to ensure that they are progressing well. Lead teachers for each department coordinate with each new member and share pertinent information, such as electronic pay access needs, medical selection, etc. with the payroll secretary. Instructionally, the lead teachers coordinate with the Assistant Principal of Supervision to ensure that all members understand the pedagogical process.**

**All teachers, new or not so new, received pre-observations in meetings held with the Assistant Principal of Supervision and or with the Principal. Individual data meetings are held with each teacher and an administrator and a Scholarship Summary Letters are placed in their files. The teacher files have been restructured to mimic the new system requirements. The folders are located in the Principal's office and are divided into the following competencies: IMPACT ON STUDENT LEARNING, INSTRUCTIONAL PRACTICE and PROFESSIONAL CONTRIBUTIONS. Teachers are encouraged to visit the office to place materials into the files whenever it is convenient as the files are viewed as ACTIVE for all staff members. These files, it is understood. will be used at the end of the year to assist determinina individual teacher ratinas.**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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;
- 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- 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;

## PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

**SCEP**

**JACQUELINE KENNEDY ONASSIS HIGH SCHOOL**

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

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

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

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

***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

**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 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, 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;
- Resolve disagreements or conflicts peacefully; and always try my best to learn

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2011–12**

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

**Part I: School ELL Profile**

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

Cluster Leader/Network Leader <b>Maria Cristina Jimenez</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>529</b>
School Name <b>Jacqueline Kennedy Onassis High School</b>			

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

Principal <b>Edward DeMeo</b>	Assistant Principal <b>Steve Athanasakis</b>
Coach	Coach
Teacher/Subject Area <b>Nancy Garcia/ESL</b>	Guidance Counselor <b>Nicole Vega</b>
Teacher/Subject Area <b>Odetta Ciancarelli/ESL</b>	Parent <b>Rosa Sanchez</b>
Teacher/Subject Area <b>John Hammond/History</b>	Parent Coordinator
Related Service Provider <b>Lauren Armstrong/ Speech</b>	Other
Network Leader <b>Maria Cristina Jimenez</b>	Other

**C. Teacher Qualifications** [i](#)

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

## D. School Demographics

Total Number of Students in School	732	Total Number of ELLs	72	ELLs as Share of Total Student Population (%)	9.84%
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## Part II: ELL Identification Process

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

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

1. During the registration process, parents are given the Home Language Identification Survey (HLIS) to identify what language the student speaks at home. If a language other than English is identified, the Assistant Principal (Steve Athanasakis) who holds a valid teaching license, conducts an informal oral student interview in the native language and English to make a determination of the student's home language. If translation services are needed, the bilingual counselor (Nicole Vega) provides translation services in Spanish for the families during the interview with Mr. Athanasakis. Once the Assistant Principal has collected the HLIS, interviewed the student and family orally, and determined that a language other than English is spoken, the student is then administered a Language Assessment Battery-Revised (LAB-R) within ten (10) days of enrollment. Students who score below proficiency level on the LAB-R are eligible for state-mandated services for ELLs. Students who speak Spanish and score below proficiency on the LAB-R are also administered a Spanish LAB to determine language dominance. Once a student is determined to receive services, parents are notified of their child's eligibility and are provided with information and service options. The English as a Secondary Language (ESL) teachers, bilingual 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. Students who meet the criteria are placed in the ELL program within ten (10) days of new enrollment.

Every school year we closely review the NYSESLAT exam to determine student's individual programs and make any changes necessary to the ESL program. Students are given the NYSESLAT in the Spring during the time frame given by NY State. All ELL classes are taken to a given exam location, the library, where they are given all four components of the NYSESLAT exam. Each component of the exam is given on specific test days.

If for some reason a student is not present during the test days phone outreach is made to the parent and the student is given the exam the following day. Also, before the test date, letters are sent to the parents of ELL students and the phone master makes specific calls to the ELL students residences informing the parent of the dates of the test.

According to the NYSESLAT Combined Modality Report (RNMR), out of twenty (20) ninth graders tested fifteen (15) scored as proficient in the listening and speaking and five (4) were advanced. In reading and writing, eight (8) students scored at the advanced level, eleven (11) intermediate and one (1) beginner. In the tenth (10) grade out of fifteen (15) students, twelve (12) were proficient in listening and speaking, one (1) advanced and two (2) intermediate. In reading and writing, seven (7) students scored at the intermediate level and eight (8) advanced. In the eleventh (11) grade out of nine (9) students, seven (7) scored at the proficient level in listening and speaking, one (1) advanced, and one (1) intermediate. In reading and writing, six (6) students are at the advanced level, two (2) intermediate, and one (1) beginner. In the twelve (12) grade out of fourteen (14) students, ten (10) were at the proficient level in listening and speaking and four (4) are advanced. In reading and writing, two (2) students are advanced, eleven (11) intermediate and one (1) proficient. The data clearly shows in the RNMR that ELLs do well in the listening and speaking portion but tend to show weak skills in the reading and writing portion. Class grades reveal that students tend to do better in math and science while having difficulty in history (U.S. and Global) and English.

For the ELLs, the results of the assessment exams, including the ELL Periodic Assessment and NYSESLAT, 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. Administration and teachers use the data from these assessment tools to individualize the students schedule based on their needs, differentiate instruction, consider improvements in content areas, and create or discontinue programs/services provided to the ELL population.

In supporting ELL students, Native Language is used to enhance in their academic achievement. Students are supplied with translation dictionaries in the content areas to help them in their mainstream content classes. Students are enrolled in Spanish classes, not only to fulfill credit requirements but to reinforce their Native Language skills. This will aide the students when they are administered the NYS Regents Exams in their Native Language. In various content classrooms as well as the school library, ELLs are provided with a section of different books in their various Native Languages. These books will range from specific content areas to books that they can read at their leisure.

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 we are providing to the students.

2. Parents of students recognized as ELLs, bilingual students, new ELL admits, and students with Limited English Proficiency (LEP) are invited to parent orientation events held at the start of the new school year. During the parent orientation meeting held in September, parents meet the ESL instructors (Nancy Garcia and Odetta Ciancarelli) and are able to discuss the program choices offered in NYC (Transitional Bilingual Education, Dual Language, and Freestanding ESL) and the specific Freestanding ESL program and curriculum provided by Jacqueline Kennedy Onassis High School (JKO). Parents of students who are enrolled after September or anytime throughout the year will have one one one meetings with the counselor within ten (10) days of new enrollment. 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. The programs we discuss during the orientation are Dual Language, Bilingual, and Freestanding ESL. Parents view the ELL DVD, are provided with a parent brochure in multi languages explaining the program choices, and a parent survey and program selection form are distributed and collected upon parent completion. The parent survey and selection forms are collected by the bilingual counselor (Nicole Vega), and they are stored in each student's academic folders. Parents also meet the bilingual guidance counselor, who serves as additional support for ELL students. Parents who are unable to attend this meeting are followed up on by the ESL teachers and counselor within the week and are provided with the information from the orientation. Additional meetings are scheduled as needed to address parent's concerns or issues.

After the Lab-R is given to students who are determined as possible ESL students and the Parent Orientation has taken place, the counselor will input the data into the ATS system through the ELPC function. On this program the date of the Lab-R given to the student and date of parent orientation is completed for each individual new student. For those parents who cannot attend the parent orientation or who have not returned the parent choice forms separate meetings are scheduled by the counselor to impart program information and collect program choice data.

3. In early September, letters of discontinuation of services, continuation of services, placement letter, Title III, and entitlement letters with the Parent Orientation meeting are sent to the homes. Copies of the letters are maintained in the student's individual academic file. 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 within the week. Additional meetings are scheduled as needed.

4. Each September the data from the NYSESLAT, specifically the NYSESLAT Combined Modality Report (RNMR) are used to analyze all the modalities of the NYSESLAT in order to customize instruction for students recognized as ELLs in the areas of speaking and listening, reading and writing.

In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This will determine whether or not the student will continue to be eligible for ELL services for the following school year. Once the scores are obtained, they are used to determine a student's individual academic needs in the areas of speaking and listening, reading and writing. This is done using the NYSESLAT Modality Report.

During Parent Orientation or individual meetings held by the counselor, parents meet the ESL instructors

(Nancy Garcia and Odetta Ciancarelli) and are able to discuss the program choices offered in NYC (Transitional Bilingual Education, Dual Language, and Freestanding ESL) and the specific Freestanding ESL program and 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 view the ELL DVD in their native language, are provided with a parent brochure in multi languages explaining the program choices, and a parent survey and program selection form are distributed and collected upon parent completion. The parent survey and selection forms are collected by the bilingual counselor (Nicole Vega), and they are stored in each student’s academic folders. Parents also meet the bilingual guidance counselor, who serves as additional support for ELL students. Parents who are unable to attend this meeting are followed up on by the ESL teachers and counselor within the week and are provided with the information from the orientation. Additional meetings are scheduled as needed to address parent’s concerns or issues. This whole process is then recorded in the ELPC function in the ATS system.

5. After reviewing the Parent Survey and Program Selection forms for the past few years the trend among parents remains the same. Parents have chosen the Freestanding ESL program as their first choices and are satisfied with the program and choice. Very few parents have chosen a bilingual program for their child. For example, during the 2010–2011 school year there was one (1) parent who attended the parent orientation and chose a bilingual program for their child. Their choice was then discussed with them and explained further. Specific information was given to the parent of the program offered at JKO and other schools that offered ESL. At the end of the conversation the parent chose to keep their child in Freestanding ESL. However, students who are in need of bilingual services have been referred to appropriate schools and/or programs.

6. Evaluating the requests of our parents is key to a successful learning environment. There are a number of ways in which we assess the parents concerns and requests concerning our programs. In addition to parents serving on the School Leadership Team (SLT), administration consults with the Parent Association and the Parent Coordinator or Principal Designee to determine specific areas that need to be addressed. Throughout the school year, parents will receive various surveys. These surveys will be based on instructional programming, activities/clubs in the school, and the school learning environment. This is especially critical when creating or discontinuing services or programs offered at the school.

## Part III: ELL Demographics

### A. ELL Programs

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

K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input checked="" type="checkbox"/>	10	<input checked="" type="checkbox"/>	11	<input checked="" type="checkbox"/>
				12	<input checked="" type="checkbox"/>						

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%.40% → 50%.50% → 75%.25%)														0
<b>Dual Language</b> (50%.50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										2	3	3	3	11
<b>Push-In</b>										1				1
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	3	3	3	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	28
SIFE	5	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	33

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	15	1	5	24	1	10	33	3	13	72
<b>Total</b>	<b>15</b>	<b>1</b>	<b>5</b>	<b>24</b>	<b>1</b>	<b>10</b>	<b>33</b>	<b>3</b>	<b>13</b>	<b>72</b>

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

### C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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

### 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

#### This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_

Asian: \_\_\_

Hispanic/Latino:

Native American: \_\_\_

White (Non-Hispanic/Latino): \_\_\_

Other:

### Freestanding English as a Second Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										25	16	12	13	66
Chinese													1	1
Russian														0
Bengali											1			1
Urdu														0
Arabic										1				1
Haitian													1	1
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1

## 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
<b>TOTAL</b>	<b>0</b>	<b>26</b>	<b>18</b>	<b>12</b>	<b>16</b>	<b>72</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. It is the goal as a reflective school community to provide an educational policy for English Language Learners (ELLs) that aligns with New York City 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.

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.

A. The Freestanding ESL program is a push-in model. In addition to ESL classes, we have a Global History class that is team taught with a mainstream History teacher in addition to the ESL teacher. Students learn to focus on language acquisition techniques, such as scaffolding, Shelter Instruction Observation Protocol (SIOP) Model, Total Physical Response (TPR), and language experience approach. This helps students and enables 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 teaching ELL students use materials that are used in the monolingual classes and adapt them as is necessary. ELLs who

## A. Programming and Scheduling Information

have been assessed below reading level are provided with RAMP-UP classes, which is a comprehensive instructional system that accelerates the learning of students who enter high school two or more years behind in literacy. This class provides 90 minutes of daily instruction, teaches phonics, comprehension, vocabulary, fluency, and writing explicitly. The class establishes classroom practices to engage rising readers in school, provide more instructional time, and help teachers differentiate instruction; responds to the needs of ELLs and special needs ELLs. All models and programs are used for all levels of ELLs and those that are long term ELLs or receiving four to six years of services.

B. The students are served in a push in homogeneous model. ELL teachers work directly with the students to support participation in general education classrooms and provide direct and supplemental instruction. If a student is recognized as a Collaborative Team Teaching /Integrated Co-Teaching student, they will be placed in classes that have a general education/ELL teacher as well as a special education teacher. The teachers work closely together to modify and adapt instruction based on the child's needs. Students may also receive related services (speech and/or counseling), assistive technology, paraprofessional services (bilingual paraprofessional if necessary) and any other additional services needed. Programs and models used within the classroom for special education ELLs are: Achieve 3000, PLATO, Shelter Instruction Observation Protocol (SIOP) Model, scaffolding, Total Physical Response (TPR), and language experience approach. Students are also provided with academic and Regents/RCT tutoring as well as PM School for credit recovery if necessary.

2. 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 homogeneous model. The program is staffed with two full-time certified trained ESL teachers. 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 and glossaries 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. 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.

3. 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 mainstream classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classes. Students learn to focus on language acquisition techniques, such as scaffolding, Shelter Instruction Observation Protocol (SIOP) Model, Total Physical Response (TPR), and language experience approach. This helps students and enables 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 teaching ELL students use materials that are used in the monolingual classes and adapt them as is necessary. ELLs who have been assessed below reading level are provided with RAMP-UP classes, which is a comprehensive instructional system that accelerates the learning of students who enter high school two or more years behind in literacy. This class provides 90 minutes of daily instruction, teaches phonics, comprehension, vocabulary, fluency, and writing explicitly. The class establishes classroom practices to engage rising readers in school, provide more instructional time, and help teachers differentiate instruction; responds to the needs of ELLs and special needs ELLs. All models and programs are used for all levels of ELLs and those that are long term ELLs or receiving four to six years of services.

## A. Programming and Scheduling Information

4. In every content area Native Language Support books and glossaries 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. 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 and Web based programs. Students with interrupted formal education (SIFE) 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.
5. Programs used within the classroom in differentiating instruction are Achieve 3000, a research based summative assessment tool to differentiate language arts based on the ELLs (English Language Learners) levels. Students recognized as ELLs receive tailored and customized activities to support their reading level. Achieve 3000 allows our ELLs to reach and exceed needs in a risk free individualized approach. The program components include comprehension, fluency, vocabulary and writing skills.

Programmed Logic for Automated Teaching Operations (PLATO) is also used to differentiate the instructional program. This computer based program is designed to accommodate all learning levels. This program is ELL instructor-directed and students are provided individual course curriculum and guided through the course curriculum software. Students receive audio, visual, interactive lessons, containing explicit tutorial and on-going formative/summative assessments; learn at one's own pace and privacy without time constraints or pressure; given their course progress and the course adjusts accordingly to ensure student's achievement.

ARIS data, class assessment data and standardized test data are used to differentiate the instructional program. Scholarship reports, individualized student data reports (custom reports) and professional conversations between pedagogues are used and assess student progress and performance. Subgroups (Bottom Third, ELL, and Special Education ELL) are analyzed and programs are established based on the thorough analysis of the stated data measures. The program has also incorporated Collaborative Team Teaching (CTT), which pairs a monolingual teacher with an ESL teacher in mainstream subject areas. English Language Learners (ELLs) in the ninth grade are also provided with Global History classes that are coupled with an additional English writing program designed to address instructional concerns revealed through pre-assessed academic needs assessment. 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, such as scaffolding, Shelter Instruction Observation Protocol (SIOP) Model, Total Physical Response (TPR), and language experience approach. This helps students and enables 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 teaching ELL students use materials that are used in the monolingual classes and adapt them as is necessary. ELLs who have been assessed below reading level are provided with RAMP-UP classes, which is a comprehensive instructional system that accelerates the learning of students who enter high school two or more years behind in literacy. This class provides 90 minutes of daily instruction, teaches phonics, comprehension, vocabulary, fluency, and writing explicitly. The class establishes classroom practices to engage rising readers in school, provide more instructional time, and help teachers differentiate instruction; responds to the needs of ELLs and special needs ELLs. All models and programs are used for all levels of ELLs and those that are long term ELLs or receiving four to six years of services.

## A. Programming and Scheduling Information

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:

5a. Currently there are five (5) 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.

5b. 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. The plan for academic language development for new ELL students 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.

5c/d. ELLs receiving four to six years of services or Long Term ELLs are considered for the full range of Academic Intervention Services (AIS), such as: academic counseling, alternative school placement if necessary, academic and regents tutoring, parent conferences, attendance outreach and referrals to outside agencies (counseling and academic intervention).

6. The ELL program is provided with instructional materials such as NYSESLAT prep materials, novels, plays, novellas, 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. These programs and measures are used to differentiate instruction for ELL subgroups. These measures include Achieve Reporting and Innovation System (ARIS), which is a web based program where educators can find important information to use to accelerate student learning and Gifted And Talented Education Services Research & Evaluation (GATES), which provides a comprehensive assessment and evaluation profile of the individual child's blend of gifts and talents through the use of validated assessment instruments combined with behavioral observation. Through these two specific measures (ARIS and GATES), students schedules are tailored to meet their specific ELL needs and allows the teacher to place them in sub groups based on their needs and levels (i.e. literacy, writing, or speaking).

7. Based on their Individualized Education Program (IEP) recommendations, students are provided with specific support services. If a child is recognized as a SETSS (Special Education Teacher Support Services) student, they will receive general education classes while receiving services from a special education teacher. ELL teachers work directly with the students to support participation in general education classrooms and provide direct and supplemental instruction. If a student is recognized as a Collaborative Team Teaching /Integrated Co-Teaching student, they will be placed in classes that have a general education/ELL teacher as well as a special education teacher. The teachers work closely together to modify and adapt instruction based on the child's needs. Students may also receive related services (speech and/or counseling), assistive technology, paraprofessional services (bilingual paraprofessional if necessary) and any other additional services needed. Programs and models used within the classroom for special education ELLs are: Achieve 3000, PLATO, Shelter Instruction Observation Protocol (SIOP) Model, scaffolding, Total Physical Response (TPR), and language experience approach. Students are also provided with academic and Regents/RCT tutoring as well as PM School for credit recovery if necessary. All classes are taught in English to the ELL students. Any student, including ELLs, who take Spanish as a foreign

## A. Programming and Scheduling Information

language are taught primarily in Spanish.

English Language Learners (ELLs) students also receive services from a host of other professionals, namely: four (4) guidance counselors, one (1) speech therapist, and one (1) school therapist. Students transitioning from middle-to-high school are required to attend a student/parent orientation. Students are required to take ramp-up classes and/or writing labs. All ELL students are invited to participate in all activities and after school programs that occur. They are also provided with a tutoring program held first and ninth periods to aid in their preparation for the NYS Regents Exams.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

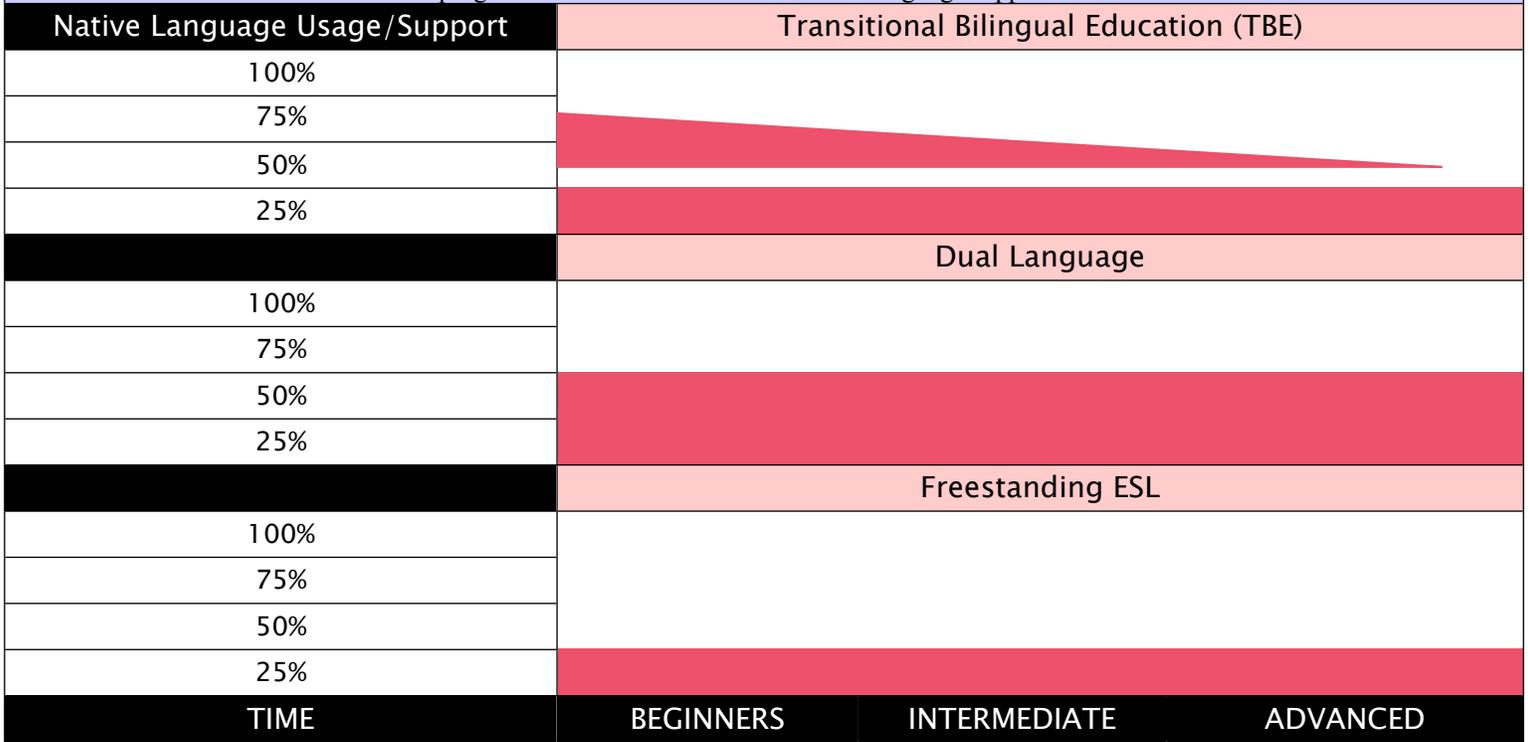
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced

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

### Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

8. At JKO, there are a range of intervention services offered to ELLs for specific content areas. The range of services provided are based on data collect through ARIS, GATES, teacher progress reports, scholarship data, literacy level, Bottom Third, Special Education ELLs, as well as credit and regents acquisition. For the ninth graders, regents and credit data from middle school is surveyed. In math, students are provided with math labs designed to enhance the instructional program while providing study strategies for regents and credit acquisition. In the ELA content area, the Woodcock Johnson assessment tool is used to unearth student knowledge, skill, and to better understand the specific needs of the student. The GATES evaluation is also used to determine the child's needs. Based on these assessments tools, students are provided with additional writing classes, academic tutoring embedded in their schedules, and extra teacher support. In all content areas all ELLs are provided with academic and regents tutoring either after school or in their schedules, peer tutoring, and one on one teacher student tutoring.

9. Students who reach NYSESLAT proficiency are aided in their transition, from ELL to monolingual English classes, by their ELL teachers and counselor. At JKO we strive for this transition to be seamless, therefore these students are provided with additional support. Credit and Regents/RCT acquisition data, teacher reports and recommendations, as well as data from ARIS are all used to assess the student in turn tailoring their program to meet the specific needs. 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. Transitional students are also placed in the Advancement Via Individual Determination (AVID) program. This program provides students the opportunity to enter the mainstream activities of the school; succeed in the most rigorous curriculum; increase their enrollment in four-year colleges, and become educated, responsible participants and leaders in society. These students, as well as all students, are encouraged to join any and all activities or programs taking place in the school. ELLs that 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.

10/11. Programs and improvements that the school is considering for the following school year are an expansion of the Achieve 3000 and PLATO programs, which aide's student learning and achievement. We will be incorporating virtual labs for the science content areas. Based on data assessment, a program that will be

discontinued is the scheduling of ninth graders from US History classes to Global classes. In their first two years of high school students will obtain Global one (1) through four (4) credits and in their junior year will take US History one (1) and two (2). We found that students will tend to do better with comprehension, credit and regents acquisition if the history program begins with global history.

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.

12. At JKO H.S., all students' programs are based on the assessments of individual data and specific systemic mandates (i.e. test modes). Overall, student programs are structured to provide every student with an equal and comprehensive education. To buttress this concept, programming is designed for seamless transition. We believe when a classroom is visited by an outside individual all students should be viewed through a single lens. Thus, a visitor should not know who ELL students are in any classes.

All students at JKO, especially ELLs, are invited and encouraged to participate and partake in activities and programs held at the school. Students are encouraged to attend workshops (i.e. college, financial aid, teen issues), special events (i.e. performances, holiday parties, environmental awareness activities), and clubs (i.e. poetry, journalism, anime) so they may immerse themselves in the larger school community.

After school and supplemental services are provide to ELL students in various ways. Students will be offered academic and regents tutoring to aide in the class and regents progress. However, some students will have these tutoring services embedded in their daily schedules and are mandated to attend. PM school for credit acquisition and recovery is offered to specific students who fit that need. We also provide specific ELL tutoring using Achieve 3000 and PLATO. Students are also encouraged to join and attend clubs held after school.

13. The ELL program is provided with instructional materials such as NYSESLAT prep materials, novels, plays, novellas, 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. These programs and measures are used to differentiate instruction for ELL subgroups. These measures include Achieve Reporting and Innovation System (ARIS), which is a web based program where educators can find important information to use to accelerate student learning and Gifted And Talented Education Services Research & Evaluation (GATES), which provides a comprehensive assessment and evaluation profile of the individual child's blend of gifts and talents through the use of validated assessment instruments combined with behavioral observation. Through these two specific measures (ARIS and GATES), students schedules are tailored to meet their specific ELL needs and allows the teacher to place them in sub groups based on their needs and levels (i.e. literacy, writing, or speaking).

Programs used within the classroom in differentiating instruction are Achieve 3000, a research based summative assessment tool to differentiate language arts based on the ELLs (English Language Learners) levels. Students recognized as ELLs receive tailored and customized activities to support their reading level. Achieve 3000

allows our ELLs to reach and exceed needs in a risk free individualized approach. The program components include comprehension, fluency, vocabulary and writing skills.

Programmed Logic for Automated Teaching Operations (PLATO) is also used to differentiate the instructional program. This computer based program is designed to accommodate all learning levels. This program is ELL instructor-directed and students are provided individual course curriculum and guided through the course curriculum software. Students receive audio, visual, interactive lessons, containing explicit tutorial and on-going formative/summative assessments; learn at one's own pace and privacy without time constraints or pressure; given their course progress and the course adjusts accordingly to ensure student's achievement.

ARIS data, class assessment data and standardized test data are used to differentiate the instructional program. Scholarship reports, individualized student data reports (custom reports) and professional conversations between pedagogues are used and assess student progress and performance. Subgroups (Bottom Third, ELL, and Special Education ELL) are analyzed and programs are established based on the thorough analysis of the stated data measures. The program has also incorporated Collaborative Team Teaching (CTT), which pairs a monolingual teacher with an ESL teacher in mainstream subject areas. English Language Learners (ELLs) in the ninth grade are also provided with Global History classes that are coupled with an additional English writing program designed to address instructional concerns revealed through pre-assessed academic needs assessment. 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, such as scaffolding, Shelter Instruction Observation Protocol (SIOP) Model, Total Physical Response (TPR), and language experience approach. This helps students and enables 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 teaching ELL students use materials that are used in the monolingual classes and adapt them as is necessary. ELLs who have been assessed below reading level are provided with RAMP-UP classes, which is a comprehensive instructional system that accelerates the learning of students who enter high school two or more years behind in literacy. This class provides 90 minutes of daily instruction, teaches phonics, comprehension, vocabulary, fluency, and writing explicitly. The class establishes classroom practices to engage rising readers in school, provide more instructional time, and help teachers differentiate instruction; responds to the needs of ELLs and special needs ELLs. All models and programs are used for all levels of ELLs and those that are long term ELLs or receiving four to six years of services.

14. 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 and Web based programs. Students with interrupted formal education (SIFE) 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.

15. At JKO H.S., support services and resources are tailored to the student's individual academic need. This

may or may not correspond to the ELL's age and/or grade level. Student programs are structured to provide every student with an equal and comprehensive education.

Based on their need, students are provided with specific support services. ELL teachers work directly with the students to support participation in general education classrooms and provide direct and supplemental instruction. Various support services and resources are provide to ELL students in various ways. Students will be offered academic and regents tutoring to aide in the class and regents progress. However, some students will have these tutoring services embedded in their daily schedules and are mandated to attend. PM school for credit acquisition and recovery is offered to specific students who fit that need. We also provide specific ELL tutoring using Achieve 3000 and PLATO.

16. Programs and activities for newly enrolled ELL 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. The plan for academic language development for new ELL students 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. Students transitioning from middle-to-high school are required to attend a student/parent orientation during the summer months before school begins. These students are invited to participate in all activities and after school programs that occur during the school year.

17. The language elective offered to ELLs is Spanish. Not only are they encouraged to take this class for Native Language Support, but it fulfills their foreign language requirement as well. Students who may be disinterested in taking Spanish have also obtained language electives through other programs, such as College Now.

### 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.

1. 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. During these specific professional development meetings, staff will participate in various activities such as group work to strategize different ways to tackle ELL issues within the classroom.

All staff members are dispatched to workshops and meetings regarding specific ELL developments and specialized strategies to meet the needs of the ELL population. Teachers are dispatched to ELL professional development meetings that will pertain specifically to their content area. This is done so that all teachers may incorporate ELL strategies in their teaching. Records of professional development are maintained through a sign in attendance sheet. Any staff who attend meetings outside are required to notify administration and provide the agenda or handouts from the professional development.

2. For those specific staff that transition from different grade levels and/or schools, we search for and distribute various monthly newsletters (BETAC and OELL) to all staff members, including administration. All teachers and administration are informed on a continuous basis of other professional development opportunities focusing on second language acquisition. The BETAC Newsletter and OELL workshops, which contain a wealth of ESL information, are available to teachers/administrators. We also distribute workshops from the Children First Network (CFN). In addition, monolingual classroom teachers have the opportunity to attend outside workshops. Administration provides support for those teachers attending these workshops. As members of the Practice Area Network (PAN) professional development opportunities are provided centrally and are offered to all staff members.

3. Professional Development (PD) at the school throughout the year incorporates seven and a half (7.5) hours specifically to train all staff in ELL practices and models. This professional development incorporates and accentuates specific instructional models and data analysis intended to enhance the instruction process for all ELL learners. As well as professional development, ELL training and needs are addressed in departmental meetings in all subject areas. A professional ELL library is available to all staff.

## 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?

1. 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. In addition to collaborating with staff members on holding specific workshops, the Parent Coordinator or Principal Designee also provides meetings which have workshops on specific ELL topics. These parent workshops are based on ELL academic/behavioral issues and how to support their ELL student through the use of native language. 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 by bilingual staff members, including the Parent Coordinator or Principal Designee.

2. For incoming students, as well as ELLs, there are open house and orientation events. The Parent Coordinator or Principal Designee calls the individual homes to personally invite families to these events. Administration and school staff, including ESL staff, guides these events. 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.

3. Evaluating the needs of our parents is key to a successful learning environment. There are a number of ways in which we assess the parents concerns and issues. In addition to parents serving on the School Leadership Team (SLT), administration consults with the Parent Association and the Parent Coordinator to determine specific areas that need to be addressed. Throughout the school year, parents will receive various surveys. These surveys will be based on instructional programming, activities/clubs in the school, and the school learning environment. This is especially critical when creating or discontinuing services or programs offered at the school.

4. Communication with parents of students designated as ELLs is maintained through emails, individualized phone calls, progress reports, ARIS Parent Link (APL), Skedula, and parent conferences. The Parent Coordinator or Principal Designee also collaborates with the Principal in creating a monthly parent newsletter. Parents are also encouraged to visit the school's enhanced website and log on to Skedula. Skedula is a web-based program where parents have access to their individual child's academic progress. The ESL staff meets with parents 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 or Principal Designee.

## 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
													L

**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		2
Intermediate(I)										13	8	3	10	34
Advanced (A)										12	10	8	6	36
<b>Total</b>	<b>0</b>	<b>26</b>	<b>18</b>	<b>12</b>	<b>16</b>	<b>72</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I											2	1	
	A										5	1	1	4
	P										15	12	7	10
READING / WRITING	B										1		1	
	I										11	7	2	11
	A										8	8	6	2
	P													1

**NYS ELA**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math <u>Algebra</u>	9		2	
Biology				
Chemistry				
Earth Science	10		1	
Living Environment	11		2	
Physics				
Global History and Geography	9		2	
US History and Government	15		3	
Foreign Language	9		7	
Other <u>Geometry</u>	5		2	
Other <u>Algebra 2</u>	6		1	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA	9		2	
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.

1. For the ELLs, the results of the assessment exams, including the ELL Periodic Assessment and NYSESLAT, 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. Administration and teachers use the data from these assessment tools to individualize the

students schedule based on their needs, differentiate instruction, consider improvements in content areas, and create or discontinue programs/services provided to the ELL population.

In supporting ELL students, Native Language is used to enhance in their academic achievement. Students are supplied with translation dictionaries in the content areas to help them in their mainstream content classes. Students are enrolled in Spanish classes, not only to fulfill credit requirements but to reinforce their Native Language skills. This will aide the students when they are administered the NYS Regents Exams in their Native Language. In various content classrooms as well as the school library, ELLs are provided with a section of different books in their various Native Languages. These books will range from specific content areas to books that they can read at their leisure.

2. Data from the LAB-R indicates that when newly admitted students are tested they tend to show strong Native Language skills and will score at the advanced level or are proficient. Data patterns across proficiency levels and grades reveal that ELLs are performing at varied academic levels. According to the NYSESLAT Combined Modality Report (RNMR), out of twenty (20) ninth graders tested fifteen (15) scored as proficient in the listening and speaking and five (4) were advanced. In reading and writing, eight (8) students scored at the advanced level, eleven (11) intermediate and one (1) beginner.

In the tenth (10) grade out of fifteen (15) students, twelve (12) were proficient in listening and speaking, one (1) advanced and two (2) intermediate. In reading and writing, seven (7) students scored at the intermediate level and eight (8) advanced.

In the eleventh (11) grade out of nine (9) students, seven (7) scored at the proficient level in listening and speaking, one (1) advanced, and one (1) intermediate. In reading and writing, six (6) students are at the advanced level, two (2) intermediate, and one (1) beginner.

In the twelve (12) grade out of fourteen (14) students, ten (10) were at the proficient level in listening and speaking and four (4) are advanced. In reading and writing, two (2) students are advanced, eleven (11) intermediate and one (1) proficient.

The data clearly shows in the RNMR that ELLs do well in the listening and speaking portion but tend to show weak skills in the reading and writing portion. Class grades reveal that students tend to do better in math and science while having difficulty in history (U.S. and Global) and English.

3. Based on the results of the 2011 NYSESLAT Exams and the NYSESLAT Combined Modality Report (RNMR), we are using this data to program students based on their various needs. Data patterns across proficiency levels and grades reveal that ELLs are performing at varied academic levels. 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.

4A. According to the June 2011 New York City and State data, ELLs are performing as follows in the target content areas. In Mathematics, nineteen (19) advanced level students were scheduled to take the Math Regents Exam in Algebra of which three (3) passed, thirteen (13) failed, and three (3) were absent. At the intermediate level, fourteen (14) students were scheduled to take the Math Algebra Regents of which none (0) passed, eight (8) failed and six (6) were absent. At the beginning level one (1) student was scheduled to take the Algebra Regents Exam, of which they failed. In the Mathematics Geometry Exam, five (5) advanced students were scheduled of which two (2) passed, two (2) failed, and one (1) was absent. At the intermediate level, five (5) students were scheduled of which one (1) failed and four (4) were absent. In the Trigonometry Regents Exam, four (4) advanced students were scheduled to take it of which three (3) failed and one (1) passed. At the intermediate level three (3) students were scheduled of which two (2) failed and one (1) was absent.

Results from the Global History Regents exam revealed that thirteen (13) ELL students were scheduled to take the exam. At the advanced level, three (3) students were to take the exam of which one (1) passed, one (1) failed, and one (1) was absent. At the intermediate level, nine (9) students were scheduled to take the test of which one (1) passed, four (4) failed, and four (4) were absent. At the beginning level, one (1) was scheduled to take the exam, which they failed. Results from the U.S. History & Government Regents exam indicate that twenty-four (24) ELL students were scheduled to take the exam. At the advanced level, fifteen (15) students were scheduled to take the exam of which ten (10) failed, two (2) passed, and three (3) were absent. At the intermediate level, nine (9) students were scheduled to take the exam. Three (3) students failed and six (6) were absent. At the beginner level no one was scheduled for the exam.

Results from the Living Environment Regents exam revealed that seventeen (17) students were scheduled to take the exam. At the advanced level eleven (11) students were scheduled of which two (2) passed, six (6) failed, and three (3) were absent. At the intermediate level, five (5) were scheduled of which two (2) failed and three (3) were absent. One (1) beginner took the exam and failed. Results from the Earth Science Regents Exam revealed that eight (8) advanced level students were scheduled to take the test, which six (6) failed, one (1) passed, and one (1) was absent. At the intermediate level, four (4) students were scheduled to take the exam of which three (3) failed and one (1) was absent.

Results from the English Regents Exam revealed that fourteen (14) ELLs were scheduled to take the exam. At the advanced level, six (6) students were scheduled of which five (5) failed and one (1) passed. At the intermediate level, eight (8) students were scheduled to take the exam of which three (3) failed and five (5) were absent. Results from the Spanish Regents indicate that twelve (12) ELLs were scheduled for the exam. Four (4) advanced students passed and two (2) failed. Three (3) intermediate students passed, one (1) failed, and three (3) were absent. One (1) beginner passed.

4B. For the ELLs, the results of the assessment exams, including the ELL Periodic Assessment and NYSESLAT, 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. Administration and teachers use the data from these assessment tools to individualize the students schedule based on their needs, differentiate instruction, consider improvements in content areas, and create or discontinue programs/services provided to the ELL population.

4C. The primary area of concern at JKO is the low academic achievement of many of our ELL students, as measured by results on State standardized tests. A review of the spring's recent exams, formative and summative assessment, ELL Periodic Assessments and the NYSESLAT of 2011 confirms that JKO ELL students are testing poorly; approximately 75% of the students consistently fail the State Regents Exams and 55.5% of the students pass class instruction. According to the data, our students' greatest areas of need are Global, United States History, and Mathematics--both State testing and class credit acquisition. However, with Mathematics students are doing better with credit acquisition as oppose to passing the Algebra, Geometry, or Trigonometry New York State Regents exams.

In supporting ELL students, Native Language is used to enhance in their academic achievement. Students are supplied with translation dictionaries in the content areas to help them in their mainstream content classes. Students are enrolled in Spanish classes, not only to fulfill credit requirements but to reinforce their Native Language skills. This will aide the students when they are administered the NYS Regents Exams in their Native Language. In various content classrooms as well as the school library, ELLs are provided with a section of different books in their various Native Languages. These books will range from specific content areas to books that they can read at their leisure.

6. 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 ELL students, as measured by results on State standardized tests. A review of the spring's recent exams, formative and summative assessment, ELL Periodic Assessments and the NYSESLAT of 2011 confirms that JKO ELL students are testing poorly; approximately 75% of the students consistently fail the State Regents Exams and 55.5% of the students pass class instruction. According to the data, our students' greatest areas of need are Global, United States History, and Mathematics--both State testing and class credit acquisition. However, with Mathematics students are doing better with credit acquisition as oppose to passing the Algebra, Geometry, or Trigonometry Regents Exams.

Based on the results of the 2011 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. Paste additional information here

### Additional Information

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

## Part VI: LAP Assurances

School Name: Jacqueline Kennedy Onassis HS  
02M529

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward DeMeo	Principal		10/24/11
Steve Athanasakis	Assistant Principal		10/24/11
	Parent Coordinator		
Nancy Garcia	ESL Teacher		10/24/11
Rosa Sanchez	Parent		
Odetta Ciancarelli	Teacher/Subject Area		10/24/11
John Hammond	Teacher/Subject Area		10/24/11
	Coach		
	Coach		
Nicole Vega	Guidance Counselor		10/24/11
	Network Leader		
Lauren Armstrong	Other <u>Related Service</u> <u>Pro</u>		10/24/11

School Name: Jacqueline Kennedy Onassis HS  
02M529

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 02M529      **School Name:** Jacqueline Kennedy Onassis HS

**Cluster:** DSSI - 04      **Network:** 406

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

- All mailings will be made in both English and Spanish. When necessary, documents will be translated into languages other than English and Spanish and mailed accordingly.
- Report Card comments will be made in Spanish when appropriate.
- Automated telephone messages (via use of School Messenger) will be made in both English and Spanish.
- Staff members who are fluent in languages other than English and Spanish will be recruited to speak to parents/guardians in person or by telephone; if a staff member is not fluent a language spoken by a parent/guardian, then the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy will be contacted.
- Bulletin boards will be set aside to post signs in various languages that provide information to parents/guardians.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Jacqueline Kennedy Onassis HS	DBN: 02M529
Cluster Leader: Christopher Groll	Network Leader: Maria Cristina Jimenez
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: After extensive item analysis of the English Regents and the NYSESLAT, there is a sense of urgency to address the linguistics needs of our English Language Learners in grades 10-12. It is essential to build on academic vocabulary, as well as improve on their writing skills. As such, we continue to analyze our ELL student population, and its needs, we continue to feel urgency for enrichment English Language Learning Program after school. Our ELLs continue to have real challenges in literacy – something that has strong detrimental consequences at the high school level especially. Our program will run from December 5, 2012 and will run on Mondays and Wednesdays from 3:25 PM until 4:55 PM for a minimum of thirty-four (34) sessions, and the language of instruction will be in English. Our afterschool program would present ELLs with a technology and media rich environment that focuses on building literacy skills. By offering this service, we are providing one of our most in-need populations with a vital resource. The two ELL teachers, and the ELL Guidance Counselor will be available to ELL students. We believe this will be an additional and effective method for building literacy. As we continue to work hard to move our ELL population forward in the most productive and engaging manner, we ask for your continued assistance in this important matter. As part of this ELL Afterschool Program, the school plans to ramp up technology in the ELL classroom by purchasing a Smartboard which will increase ELL development for 9th and 10th graders. Besides this, we would like to invest in a nonfictional, informational text. This will be used as a resource, not only in the ELL classroom but during our afterschool program as well.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Teachers (ELL and non-ELL) will attend workshops and conferences (both CFN-sponsored and non-CFN-sponsored) that will enhance teaching strategies for ELL students. Title III funds will be scheduled to pay for coverages for those teachers who attend such professional development opportunities. In-house professional development will be presented by Yevgenia Valit, Assistant Principal/Supervision. Further, the following is a list of professional development workshops that the ELL teachers will attend through CFN 406:

Nuts & Bolts of CR PART 154: September 28, 2012

Student Goal Setting: October 22, 2012

### Part C: Professional Development

Instructional Expectations for ELLs: November 6, 2012

Text Complexity: December 12, 2012

Response to Intervention for ELLs: February 27, 2013

Please note: The ELL teachers will attend additional Professional Development workshops as future opportunities become available.

### Part D: Parental Engagement Activities

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

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

Begin description here: A series of workshops will be conducted for the parents/families of ELL students. These workshops will be conducted by our bilingual guidance counselor and/or one of our two ESL teachers, who will be paid per session to run these parent workshops after school. Please note the workshops to be conducted:

December 12, 2012: Learning and Practicing English at home

January 16, 2013: Preparing for the Regents Exam

February 13, 2013: English Language Learner Programs

March 20, 2013: Preparing for the New York State English as a Second Language Assessment Test (NYSESLAT)

April 17, 2013: Preparing for college

May 15, 2013: Summer Reading for Parents and Students

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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**Part E: Budget**

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

Allocation Amount: \$

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