



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: JACQUELINE KENNEDY ONASSIS HIGH SCHOOL

DBN (i.e. 01M001): 02M529

Principal: EDWARD DEMEO

Principal Email: EDEMEO@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: CRISTINA JIMENEZ

School Leadership Team (SLT) Signature Page

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

Directions:

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

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

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

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

School Information Sheet for 02M529

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	709	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	24	# SETSS	7	# Integrated Collaborative Teaching	30
Types and Number of Special Classes (2013-14)					
# Visual Arts	11	# Music	2	# Drama	N/A
# Foreign Language	20	# Dance	N/A	# CTE	32
School Composition (2012-13)					
% Title I Population	74.8%	% Attendance Rate			82.1%
% Free Lunch	73.9%	% Reduced Lunch			5.3%
% Limited English Proficient	8.9%	% Students with Disabilities			15.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			21.7%
% Hispanic or Latino	70.6%	% Asian or Native Hawaiian/Pacific Islander			4.4%
% White	2.8%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	8.34	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			4
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			24.1%
% Teaching with Fewer Than 3 Years of Experience	25.9%	Average Teacher Absences			10.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	76.3%	Mathematics Performance at levels 3 & 4			50.8%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			65.6%
6 Year Graduation Rate	69.4%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths of the 2012-2013 SCEP were: <ol style="list-style-type: none"> 1. The community focused on familiarizing itself with the Charlotte Danielson Framework for teaching. 2. The teachers became more involved in the leadership process as the lead teacher team formed and gained consistency. 3. New teachers coordinated with the lead teachers and the administration as well as peers to develop aligned units of study. 			
Describe the areas for improvement in your school's 12-13 SCEP.			
The areas of improvement in our school's 2012-2013 SCEP were: <ol style="list-style-type: none"> 1. The community focused on familiarizing itself with the Charlotte Danielson Framework for teaching. 2. The teachers became more involved in the leadership process as the lead teacher team formed and gained consistency. 			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The barriers and challenges encountered while developing and implementing the 2012-2013 SCEP were: <ol style="list-style-type: none"> 1. Super storm Sandy negatively affected the lives of our students as many were left rebuilding and as a result our attendance dipped. 2. Confusion as to how to calibrate the Danielson rubric and align the areas of focus with the then teacher observation system. 3. Using the program to support teacher conferences and to provide greater opportunity for discussion concerning inquiry foci, curriculum and instruction. 4. Economically, our students are at a disadvantage when applying to colleges since many have been accepted, but don't go to school immediately after graduation since they have economic responsibilities to their families. 			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We were successful in a number of areas, namely: <ol style="list-style-type: none"> 1. A lead teacher team meets with the administration weekly to assess and develop strategies to improve the level of instruction. 2. All members of the community are now familiar with the Danielson model and are better able to align practices. 3. The percentage of teachers who scored effective or higher in discussion and questioning has increased to approximately 80%. 			
Were all the goals within your school's 12-13 SCEP accomplished?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> X <input type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.			
Our Goals for 2012-2013 were:			
1. IN SEPTEMBER 2012 0% TEACHERS SCORED EFFECTIVE OR HIGHER ON DISCUSSION AND QUESTIONING RUBRIC 3B. BY JUNE 2013 75% WILL ACHIEVE EFFECTIVE OR HIGHER ON DANIELSON 3B, RESULTING IN AN INCREASE IN STUDENT ACHIEVEMENT BASED ON CREDIT ACQUISITION.	By the end of the term in June 2013, in-house data, such as observations and self created charts, indicated that 75% of the teachers were rated effective in Danielson Domain 3B.		
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.	By June 2013, the lead teacher team was created and transitioned from meeting once a month to once a week, but after school.		
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 PARTICIPATION IN THE LEARNING PROCESS IN EACH CLASS AS EVINCED BY ALIGNMENT TO TEACHER EFFECTIVENESS COMPETENCY 1E (DESIGNING COHERENT INSTRUCTION)	Approximately 43% of the teachers are new to JKO since 2011-2012 with 20% new this year alone. As a result of this fact, the goal in long term. It is developing well, but it will take to the close of 2013-2014 to provide a full assessment of progress.		
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.	This goal is not complete. Although the teachers have been rated either effective or highly effective in the implementation of Danielson Domains 2b and 2d, our College and Career metric on the PR decreased by 1.3 points based on the latest data assessment.		
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	This goal was met, but it must continue as we have an increase of 20% in new people to the staff for 2013-2014. Rituals and routines are evident, but the goal is long term and is valid moving forward.		

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

Answer the following questions regarding the 13-14 SCEP

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

Several of the goals are to continue into 2013-2014 since they were either incomplete or were designed to be long range developing over time.
 The challenges and/or anticipated barriers in implementing our goals are tethered to internal and external forces, namely:

1. College and Career Readiness index related to college entrance will be wrought with difficulties since our students' families depend on them economically.
2. Teachers new to the school are in the midst of a very large learning curve related to protocols and procedures and the implementation of rituals and routines.
3. The new rating system (MOSL and MOTP) is in the midst of implementation; many teachers and administrators are still learning how to inculcate new practices.
4. We use SKEDULA to ensure that our parents, guardians and students have full access to their grades at any time on any given day, but we have been inconsistent in the pacing of entering grades.

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

For Special Education, ELL and Bottom Third, the metric of 80% credit acquisition for the total population has been set as an attainable goal for our school.

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

The school administrators use the following:

1. Department and faculty meetings
2. Individual and group parent conferences
3. Newsletters and general letters
4. Scholarship letters and Progress Report Letters
5. Computer based communications-SKEDULA- is used across the school.
6. PTA and SLT meetings are held monthly.
7. Lead Teacher Meetings
8. Automated phone system is used as well as individual calls sent home by teachers and counselors to ensure students and parents are informed of any concerns, issues, etc.

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

Our theory of action is that all roads lead through literacy thus we have a process by which we encourage literacy across the curriculum.

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

To realize this theory, we have implemented the use of individual student conferences, portfolios and a school wide goals sheet for all students.

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

Our SCEP is designed to reinforce long term goals and to then ensure that our practices are aligned and calibrated accordingly.

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

Our capacity of effectively oversee and manage the improvement plan is organized around structural reorganization, namely:
 Consistent utilization of the Lead Teacher Team
 Observing classes using the MOTP and Danielson Domain structures
 Using ARIS, ATS, Skedula and other data systems to assess areas of need and to determine trends.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

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

- **Grouping needs to be consistent across classrooms; formative assessment practices need to be improved; rigorous activities to engage students all levels; differentiation not present in all classes.**

Review Type:	DQR	Year:	May 2013	Page Number:	1	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

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

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

Annual Goal #1

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

IN SEPTEMBER 2013 50% OF THE TEACHERS SCORED EFFECTIVE OR HIGHER ON DOMAIN 3E (DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS). BY JUNE 2014 75% WILL ACHIEVE EFFECTIVE OR HIGHER ON DANIELSON 3B, RESULTING IN AN INCREASE IN STUDENT ACHIEVEMENT BASED ON CLASSROOM OBSERVATIONS.

Instructional Strategies/Activities

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

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

1. We began implementing the Danielson Model in 2011-2012 as part of a larger CFN initiative. In 2012-2013, we have honed the process. In 2013-2014, the model has been aligned to the MOTP and is used to provide a common Framework for teacher assessment and feedback. Approximately 53% of the teachers have selected Option 1 (a formal observation and 3 informal observations) as part of the new DOE ADVANCE Assessment system. When coupled with the 21 teachers who selected 6 informal observations. We expect to quintuple the number of teacher observations as compared with the same timeframe from the year before the program began. We have concentrated in understanding the new system and as a result, we have far more partial formal observations as opposed to full-period observations. Midyear and end year summative-reflective letters are used to discuss initiatives and track pedagogical progression. Also, the assistant principal and principal visit classes and meet with teachers to provide meaningful feedback based on the structures used.

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

3. The Assistant Principal of Supervision, Assistant Principal of Pupil Personnel and the Principal are implementing the activity. The DOE's new ADVANCE observation and monitoring system is being used to run assessment reports and to manage the frequency of observations. Data will be culled to ascertain greatest areas of need.

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

1. Based on the most recent NYCDOE Progress Report, we will assess freshmen credit acquisition, and each subgroup-ELL, SE and bottom third to monitor progress in the attainment of credit.

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

1. The timeline began in September 2013 and will conclude in August of 2014.

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

The school program was adjusted to provide teachers with common planning time on each Wednesday of the given week. Lead teachers were programmed for a common prep period so they could meet with the administration weekly. Assessment data culled from ARIS, ATS, SKEDULA, etc. has been used to determine class requirements for each student based on need. Double period math and double period English classes have been incorporated for all freshmen. Regents review classes have been added to and programmed for all students who did not take or pass the respective exams. The Principal, AP PPS and AP Supervision each teach a class designed to help guide teacher practices and to reinforce stronger connections with the students.

Per Session for 1 supervisor, 2 hours per day, 4 days a week for 10 weeks.

Per Session for 9 teachers, 2 hours per day, 2 days a week for 10 weeks.
 Per Session for 2 teachers, 2 hours per day, 3 days a week for 10 weeks.
 Per Session for 2 teachers, 2 hours per day, 1 day a week for 10 weeks.
 In order to cover teachers' absences, we will need per diem substitutes for 64 days @\$154.10.
 In addition, we need 113 preps @ \$35.29 for teacher's coverages.
 Additional 40 hours per session school secretary hours @ \$25.87 per hour for translation services.

Budget and Resource Alignment

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

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

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

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

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

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

Lead Teachers should own most of the PD agenda-facilitating; inquiry cycle complete with infusing ccls-analyzing student work products adjusting instructional and curricular decision.

Review Type:	DQR	Year:	2013	Page Number:	1	HEDI Rating:	P
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

IN SEPTEMBER 2013, 25% OF THE TEACHERS WORKED AS MEMBERS OF A LEADERSHIP TEAM. BY JUNE 2014, 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

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

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

A pedagogue has been 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 advise the administration as to what elements of the program they believe should be prioritized, and they will coordinate their efforts within and across the curriculum. School wide and individual class data will be shared and analyzed by the lead teachers. Scholarship reports, ARIS, ATS and ADVANCE reports will be used to assess growth and development. 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. The lead teachers will be taught how to view data and to use it to leverage improved student outcomes in terms of credit acquisition, college and career development and state testing measures as exemplified in the MOSL and MOTP systems. 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.

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

6. The Assistant Principal of Supervision, Assistant Principal of Pupil Personnel-Data Specialist and the Principal are implementing the activity. The DOE’s new ADVANCE observation and monitoring system is being used to run assessment reports and to manage the frequency of observations. Data will be culled to ascertain greatest areas of need

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

1. Based on the most recent NYCDOE Progress Report, we will assess freshmen credit acquisition, and each subgroup-ELL, SE and bottom third to monitor progress in the attainment of credit.

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

1. The timeline began in September 2013 and will conclude in August of 2014

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

1. A majority of the lead teachers have been provided a common prep period and meet with the administration each Monday during period 6 (12:06 p.m. to 12:51 p.m.).
2. The team members coordinate with the Data Specialist to understand how to use data for greatest effect.
3. Lead teachers use the Common Planning time provided on Wednesdays to facilitate department meetings and inquiry investigations.
4. 4 Smart Boards purchased using the STPV technology grant.
5. No additional cost associated with this activity.

Budget and Resource Alignment

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

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

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

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

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

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

Using rubrics to evaluate rigor in curriculum and assessment; evidence of common core math; practices on planning; lesson plans don’t outline differentiation; continue to deepen this work to more mindful integration to close the achievement gap and consistently promote college and career readiness

Review Type:	DQR	Year:	2013	Page Number:	2	HEDI Rating:	P
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Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

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 PARTICIPATION IN THE LEARNING PROCESS IN EACH CLASS AS EVINCED BY ALIGNMENT TO TEACHER EFFECTIVENESS COMPETENCY 1E (DESIGNING COHERENT INSTRUCTION)

Instructional Strategies/Activities

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

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

1. 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 used 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.

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

1. The Assistant Principal of Supervision, Assistant Principal of Pupil Personnel-Data Specialist and the Principal are implementing the activity. The DOE's new ADVANCE observation and monitoring system is being used to run assessment reports and to manage the frequency of observations. Data will be culled to ascertain greatest areas of need

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

1. Based on the most recent NYCDOE Progress Report, we will assess freshmen credit acquisition, and each subgroup-ELL, SE and bottom third to monitor progress in the attainment of credit.

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

1. The timeline began in September 2013 and will conclude in August of 2014

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

1. A majority of the lead teachers have been provided a common prep period and meet with the administration each Monday during period 6 (12:06 p.m. to 12:51 p.m.).
2. The team members coordinate with the Data Specialist to understand how to use data for greatest effect.
3. Lead teachers use the Common Planning time provided on Wednesdays to facilitate department meetings and inquiry investigations.
4. "No additional cost associated with this activity."

Budget and Resource Alignment

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

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

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

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

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

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

No Major Recommendation

Review Type: LE	Year: 2012-2013	Page Number: 10	HEDI Rating: P
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Tenet 5: Student Social and Emotional Developmental Health

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

	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

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 AN INCREASE IN THE NYC SCHOOL SURVEY REPORT.

Instructional Strategies/Activities

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

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

1. 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.

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

1. The Assistant Principal of Supervision, Assistant Principal of Pupil Personnel-Data Specialist and the Principal are implementing the activity. The DOE’s new ADVANCE observation and monitoring system is being used to run assessment reports and to manage the frequency of observations. Data will be culled to ascertain greatest areas of need

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

1. Based on the most recent NYCDOE Progress Report, we will assess freshmen credit acquisition, and each subgroup-ELL, SE and bottom third to monitor progress in the attainment of credit.

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

1. The timeline began in September 2013 and will conclude in August of 2014

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

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 foster a safe community conducive to learning. Teachers and administrators volunteer for the detention center.

“Per Session for 2 guidance counselors and 1 supervisor, 2 hours per day, 4 days per week for 24 weeks.

Per Session for 6 teachers and 1 supervisor, 2 hours per day, 4 days per week for 24 weeks.

Per Session for 7 sped teachers, 1 hour per day, 3 days per week for 15 weeks.

Budget and Resource Alignment

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

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

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

No Major Recommendation

Review Type:	LE	Year:	2012-2013	Page Number:	7, 10 and 18	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

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

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

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

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 parent 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, 9.48% of the JKOHS population is designated as ELL and 15.62% of the JKOHS population is designated as in need of Special Education Services; 13.11% in least restrictive environment and 2.51% of the students in the most restrictive environment. A majority of the students are below level in Mathematics and English upon entry to the school setting as evinced by the fact that they average on the one to four literacy scale 2.31 (English) and 2.65 (Math).

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- (6) Parent Workshops at 1 hour each =(6hours)
- 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 funds have been used to develop the ELL program. The program will run from December 10, 2013 and will run on Tuesdays and Thursdays from PP3:15 PM until 4:45 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.

Specific Titles:

January 14, 2014-Preparing your child for the Regents

February 11, 2014-New Term Expectations

March 11, 2014-How to effectively communicate with teachers and how to analyze data.

April 8, 2014-Preparing for NYSESLAT

May 6, 2014-Preparing for College and Graduation Requirements

June 3, 2014-Revisit Regents preparation based on individual data review and expectations.

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

1. The Assistant Principal of Supervision, Assistant Principal of Pupil Personnel-Data Specialist and the Principal are implementing the activity. The DOE's new ADVANCE observation and monitoring system is being used to run assessment reports and to manage the frequency of observations. Data will be culled to ascertain greatest areas of need

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Based on the most recent NYCDOE Progress Report, we will assess freshmen credit acquisition, and each subgroup-ELL, SE and bottom third to monitor progress in the attainment of credit.
D. Timeline for implementation and completion including start and end dates
1. The timeline began in September 2013 and will conclude in August of 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per Session for 1 secretary, 2 hours per day, 5 days per week for 27 weeks.

Budget and Resource Alignment

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

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

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	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	A Regents prep courses for Global and a 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

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Presently, 68% of the pedagogical population was Highly Qualified (HQ) with the remaining 32% in the process of attaining their degrees. In 2013-2014, we have had two teachers leave for maternity (one is to return in the mid year point) two teachers realize they would prefer to teach in another borough. We also had another two teachers retire. Another teacher transferred to a new school because of greater program options.

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 from 2012-2013 to 2013-2014, we have hired ten (10) 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, 60% of those selected taught in other schools. The remaining 40% are new to the school.

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 determining individual teacher ratings.

Teachers have full access to the administrative staff and counselors throughout the term via email and are encouraged to share questions, findings and needs with these constituents as often as wished. Often times, teachers visit with the Principal to discuss general matters. The Principal is in the habit of visiting teacher spaces (tutoring center, conference areas, and mail box area) to simply discuss the world at large. The Principal tries to create a strong professional connection to stem the tide of teacher flight which the

system suffers from historically.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

High Quality PD is provided each Wednesday and every other Monday of the month.

- REVIEW OF NEW RATING SYSTEM & ESTABLISHING OBSERVATION CHOICES
- REINTRODUCING PORTFOLIOS, CONFERENCING, DATA ASSESSMENT, STUDENT GOALS AS PART OF CCLS, CIE AND PARCC
- RIGOR, DIFFERENTIATION AND LITERACY REVIEW
- COLLEGE AND CAREER READINESS REVIEW
- CURRICULUM MAP ASSESSMENT AND ALIGNMENT TO NEW MEASURES AND REVIEW OF STUDENT ARTIFACTS
- INQUIRY TEAM ALIGNMENT-RESEARCH PROJECT ASSESSMENT

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

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

We coordinate and integrate funding to meet the intent and purpose of the programs for Students in Temporary Housing and attendance improvement and counseling programs as follows: AIDP Attendance Shared(\$95, 647);Mandated Counseling (\$\$68, 504);;Mandated Speech (\$44, 374);AIDP Success Mentors (\$10,000);;STH (\$1, 500 for supplies

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

The teachers work with the administration through the Teacher Advisory and Leadership Council. We meet once a week to discuss a variety of foci, such as PD (which is now transitioning to teacher control); programs; scheduling, student work; inquiry focus and school data used to make critical decisions in the school—both instructionally and operationally. We use the ADVANCE process, IPC and midyear reports as well as data reports to center our conversations.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;**
- **schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;**
- **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;**
- **provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;**
- **host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;**

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- Set limits to the amount of time my child watches television or plays video games
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education. I will also:
 - Communicate with my child's teacher about educational needs and stay informed about their education by promptly 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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 529
School Name Jacqueline Kennedy Onassis High School		

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

Principal Edward DeMeo	Assistant Principal Steve Athanasakis
Coach	Coach
ESL Teacher Nancy Garcia	Guidance Counselor Nicole Vega
Teacher/Subject Area Odetta Ciancarelli/ESL	Parent Yvonne Viruet
Teacher/Subject Area John Hammond/History	Parent Coordinator
Related Service Provider Erika Guttzeit/Speech	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	720	Total number of ELLs	70	ELLs as share of total student population (%)	9.72%
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Part II: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										1	5	5	5	16
Push-In										1	0	0	0	1
Total	0	0	0	0	0	0	0	0	0	2	5	5	5	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	31
SIFE	6	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	46

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	8	1		16	1		46	4		70
Total	8	1	0	16	1	0	46	4	0	70

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										24	15	11	12	62
Chinese													1	1
Russian														0
Bengali											1			1
Urdu														0
Arabic												1		1
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other										1		2		3
TOTAL	0	0	0	0	0	0	0	0	0	27	16	14	13	70

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										6	2	2	2	12
Advanced (A)										21	11	5	5	42
Total	0	0	0	0	0	0	0	0	0	27	13	7	7	54

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	13	0	1	0
Integrated Algebra	35	0	7	0
Geometry	13	0	1	0
Algebra 2/Trigonometry	1	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	13	0	0	0
Living Environment	22	0	4	0
Physics	0	0	0	0
Global History and Geography	26	0	4	0
US History and Government	18	0	2	0
Foreign Language	11	0	3	0
Other	0	0	0	0
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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 intermediate and advanced students are behind their peers academically. 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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 2013 NYSESLAT Exam, nineteen (19) students were rated proficient, twenty-two students are at the advanced level and five (5) students are at the intermediate level. Twelve (12) students made gains either advancing to the next level or were rated proficient. In viewing the three year trend with the NYSESLAT exam, ELL students are making gains in levels and proficiency every year. However, there are also a substantial amount of ELLs that are remaining at the same level and not making any gains.

Among the twenty-two (22) ninth grade students tested in the NYSESLAT, eight (8) students made gains in levels, four (4) remained at the same level, seven (7) were proficient, and three (3) had incomplete scores or were absent. Among eighteen (18) tenth graders tested one (1) student went up in level, six (6) remained at the same level, six (6) were rated proficient and five (5) students had incomplete scores or were absent. Among eleven (11) eleventh graders tested, one (1) student gained a level, four (4) remained at the same level, three (3) were proficient and two (2) had incomplete scores or were absent and one (1) student was discharged. Among eight (8) twelfth graders tested, one (1) was discharged, one (1) made a gain in level, one (1) remained at the same level, two (2) were proficient and three (3) had incomplete scores or were absent.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Not applicable

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. According to the June 2013 New York City and State data, ELLs are performing as follows in the target content areas. In Mathematics, twenty (20) advanced level students were scheduled to take the Math Regents Exam in Algebra of which three (3) passed, twelve (12) failed, and four (4) were absent. At the intermediate level, thirteen (13) students were scheduled to take the Math Algebra Regents of which four (4) passed, eight (8) failed and one (1) was absent. At the beginning level two (2) students were scheduled to take the Algebra Regents Exam, of which one (1) passed and one (1) failed. In the Mathematics Geometry Exam, six (6) advanced students were scheduled of which one (1) passed and one (1) was absent. At the intermediate level, six (6) students were scheduled of which all six(6) failed. In the Trigonometry Regents Exam, one (1) advanced student was schedule and they failed it.

Results from the Global History Regents exam revealed that twenty-six (26) ELL students were scheduled to take the exam. At the advanced level, sixteen (16) students were to take the exam of which one (1) passed, twelve (12) failed, and three (3) were absent. At the intermediate level, nine (9) students were scheduled to take the test of which three (3) passed, four (4) failed, and two (2) 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 eighteen (18) ELL students were scheduled to take the exam. At the advanced level, eleven (11) students were scheduled to take the exam of which ten (10) failed and (1) passed. At the intermediate level, six (6) students were scheduled to take the exam. One (1) student passed, three (3) students failed and two (2) were absent. At the beginner level, one (1) student took the exam and failed.

Results from the Living Environment Regents exam revealed that twenty-two (22) students were scheduled to take the exam. At the advanced level sixteen (16) students were scheduled of which two (2) passed, ten (10) failed, and four (4) were absent. At the intermediate level, six (6) were scheduled of which two (2) passed, three (3) failed and one (1) was absent. Results from the Earth Science Regents Exam revealed that eight (8) advanced level students were scheduled to take the test, which all eight (8) failed. At the intermediate level, five (5) students were scheduled to take the exam of which all five (5) failed.

Results from the English Regents Exam revealed that thirteen (13) ELLs were scheduled to take the exam. At the advanced level, eight(8) students were scheduled of which five (5) failed, one (1) passed and two (2) were absent. At the intermediate level, four (4) students were scheduled to take the exam of which all four (4) failed. Results from the Spanish Regents indicate that twelve (12) ELLs were scheduled for the exam. Seven (7) advanced students were scheduled of which two (2) passed, four (4) failed and one (1) was absent. One (1) intermediate student passed, two (2) failed and two (2) were absent. No beginners were scheduled.

B. 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 performing 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.

C. A review of the spring's recent exams, formative and summative assessment, ELL Periodic Assessments and the NYSESLAT of 2013 confirms that JKO ELL students are testing poorly; approximately 70% 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

NOT APPLICABLE

6. How do you make sure that a child's second language development is considered in instructional decisions?

In programming an ELL, the development of their second language is detrimental in creating a program that will service both their linguistic development as well as their academic needs. For newcomers, the Lab-R is used to assess where they stand within the English language and then they are programmed accordingly. For other students already in the DOE system, data from their former school as well as the NYSESLAT modality report is utilized to determine how many ELA and support classes they will have as well as native language classes. Within the classroom, teachers take into account the native language of the student and will often use it by distributing a reading or handout that ties into their particular lesson. Thus, the student may have a better time comprehending and relating to the instruction.

7. For dual language programs, answer the following:

a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

NOT APPLICABLE

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

In evaluating the success of the ESL program, we evaluate and use various assessment tools to determine student and program success. 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 2013 confirms that JKO ELL students are testing poorly; approximately 70% 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 2013 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, academic intervention services, one on one help from teacher assistants and teachers, 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, and ELL Labs 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, Common Core Standards (CCLS) and Project Based Learning (PBL) protocols to provide programmatic and instructional support.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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.

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.

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 cumulative folders. Parents also meet the bilingual 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. If parents choose a program that is not available at JKO, they are provided with information of schools that have the particular program of choice. If the program later becomes available at JKO, parents are directly informed through phone calls and letters.

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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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. Eligibility data is collected through ATS reports such as the RLAT and RLER. This information is then used to send letters to the homes. Copies of the letters are maintained in the student's individual cumulative 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. If letters are returned due to errors with the address or if a family moved, the ELL coordinator calls the parents directly informing them of their child's entitlement to receive ELL services. If we are unable to contact the parents, a copy of the letter is given to the student and they are asked to give the letter to their parents. The student is also asked to update their biographical information as well as told to ask their parents to call the school for an update on biographical information.

During the parent orientation, the parent survey and program selection form is distributed to the parents and filled out during this time. Parents are strongly encouraged to ask questions or address any issues they may have with the program choices. After the forms are completed, the ELL coordinator collects the forms and files them in the student's cumulative folders. These folders are locked away by the nurse's office.

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.

New students that are identified as ELLs, are administered the Lab-R within ten days of enrollment. After the exam is administered, the ESL teachers as well as ELL coordinator will determine the child's score. The student's program will be based on the Lab-R score as well as their academic history. Parents are immediately notified of their child's entitlement through letters and phone calls in their native language. If there is not a staff member that speaks the native language, parents are mailed a letter of entitlement in the native language. Parents are also provided with an ELL parent orientation. During this orientation, parents are given information on all three program choices available in NYC which are Transitional Bilingual Education, Dual Language and English as a Second Language. They also view a video orientation in their native languages. Parent choices are then inputted into the ELPC ATS function within twenty days, which keeps track of parental choices for the three programs.

For ELLs already in the school system, each September the data from the NYSESLAT, specifically the NYSESLAT Combined Modality Report (RNMR) is 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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Every school year we closely review the NYSESLAT exam to determine student's individual programs and make any changes necessary to the ESL program. Data collected from ATS reports such as RLER and RLAT are reviewed to then determine any ESL changes in the student's schedule. 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 and the importance of taking the exam.

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

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 2011-2013 school years, there were eleven (11) parents that attended the parent orientation. Nine (9) of the parents chose Freestanding ESL while two(2) parents chose Transitional Biligual programs. 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 and Transitional Biligual. At the end of the conversations, parents chose to keep their child in Freestanding ESL.. However, students who are in need of bilingual services or dual language, have been referred to appropriate schools and/or programs.

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 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.

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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 Common Core Standards (CCLS) 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 literacy, 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.
- 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: Shelter Instruction Observation Protocol (SIOP) Model, scaffolding, Total Physical Response (TPR), Common Core Standards (CCLS) and language experience approach. Students are also provided with academic and Regents/RCT tutoring as well as credit recovery classes if necessary.

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)?

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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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, Common Core Learning Standards (CCLS), 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.

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

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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We use the NYSESLAT Modality to determine students strengths and weaknesses within each modality. Based on that data, students are provided with support classes and tutoring to increase their modality strengths. Evaluation of their progress is determined by various assessment tools such as writing assignments, tests, quizzes, class assignments and do now's, ELL Periodic Assessment, NYS Regents exams and the NYSESLAT exam.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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, Common Core Learning Standards (CCLS), 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.

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:

A. For 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.

B. 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.

C/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).

E. 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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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).

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

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: Common Core Learning Standards (CCLS), 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 other classes 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 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

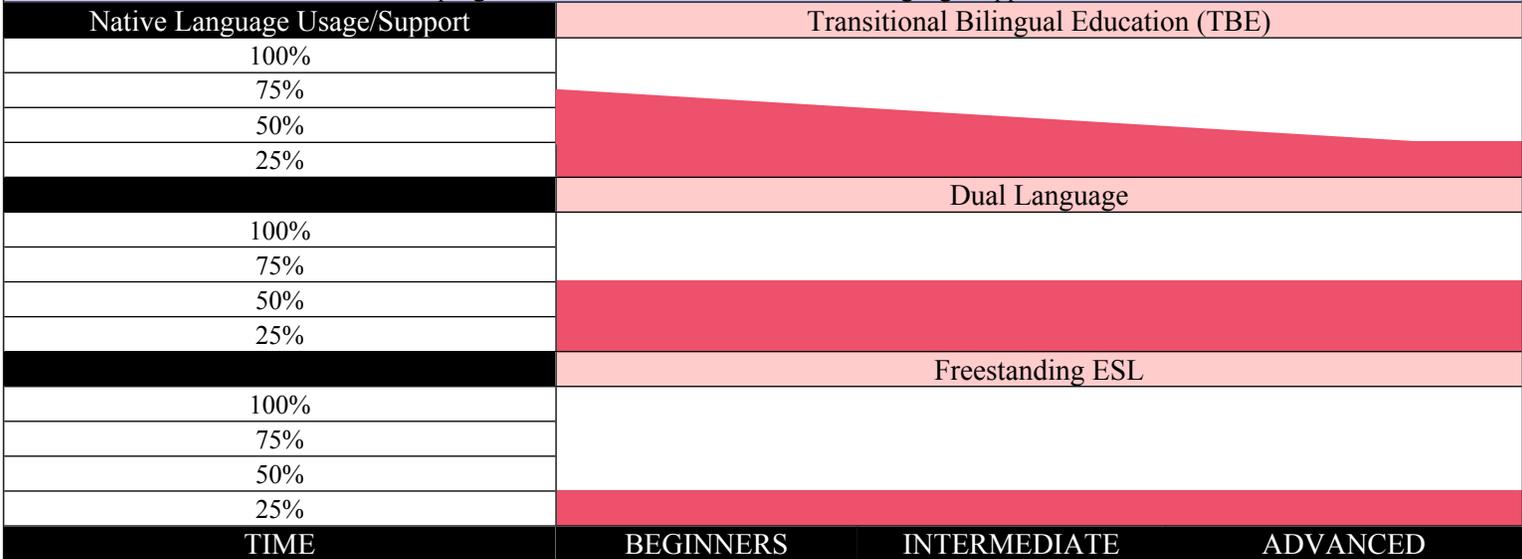
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language 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

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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. All of our services are offered in English, as we do not have students who are only dominant in their native language.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current program has been effective in many ways regarding ELL development in content and language development. The program has aided students in becoming proficient in English, increasing their literacy and writing skills, passing their content classes as well as the NYS Regents examination. Many students have grown in proficiency due to the academic support of the ELL teachers and their diligence. However, there are still many concerns regarding students that continue to struggle academically and in their development. In those cases, Academic Intervention Services (AIS) have been put in place to address the individual needs of these students. Parent meetings, as well as meetings among teachers, have continued to take place to collaborate on strategies to effectively aide the student and their families with any academic and personal needs.

11. What new programs or improvements will be considered for the upcoming school year?

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. Programs and improvements that the school is considering for the following school year is the incorporation of virtual labs for the science content areas.

12. What programs/services for ELLs will be discontinued and why?

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.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 within content areas as well as increasing their overall literacy and writing skills. Students are also encouraged to join and attend clubs held after school.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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).

Students recognized as ELLs receive tailored and customized activities to support their reading level. 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, Common Core Learning Standards (CCLS), 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

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.

19. For schools with dual language programs:

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

NOT APPLICABLE

C. Professional Development and Support for School Staff

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

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. Since the beginning of the school year, teachers have been provided with professional development pertaining to the Common Core Learning Standards (CCLS) and teaching practices. Before the CCLS was implemented, the administration was holding PDs pertaining to these standards that would be implemented in the new school year in order for teachers to be aware of what was going to be implemented. Teachers are also provided with outside professional development meetings pertaining to implementing these standards within the ESL classes.

3. 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.

4. 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. 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 Teacher Association President 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 Association President or Principal Designee.
 2. JKO has many partnerships with a myriad of corporations and community based organizations. These partnerships not only work with the students but with the parents as well. They serve as both mentors for the students and have provided workshops for both students and parents. We feel that having such organizations work with the parents is key to increasing their knowledge and awareness of certain topics that pertain not only to their child's overall success but that of their own. We closely work with the following organizations: Avenue of the Americas Association , The Muse Hotel, Roundabout Theater Company, Big Brother-Big Sister of NYC , Paul Hastings, NYON , College Now , PAWS , American Eagle , Big Brothers/Big Sisters of NYC , College Now Program w/City College of New York , Columbia University-Youth for Debate, Cooper Hewitt , Exploring Program , Flamenco Vivo , Intrepid Museum -“Leadership Institute for Today and Tomorrow, Junior Achievement , Morgan Stanley , National Academy Foundation , New York City Mentoring Program, Teen Choice, Virtual Enterprises, International World Savvy, Advancement Via Individual Determination (AVID), Bottom Line Partnership, 9/11 Day of Remembrance and Service, 11/1 El Dia De Los Muertos (Mexican Day of the Dead), Bottom Line Partnership, Inwood House, Teachers College, and Teacher Effectiveness Program (TEP).
 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 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. Parents are also encouraged to visit the school’s enhanced website and log on to Skedula/PupilPath. Skedula/PupilPath 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.

E. Additional Information

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

Part VI: LAP Assurances

School Name: Jacqueline Kennedy Onassis HS

School DBN: 02M529

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward DeMeo	Principal		10/29/13
Steve Athanasakis	Assistant Principal		10/29/13
	Parent Coordinator		
Nancy Garcia	ESL Teacher		10/29/13
Yvonne Viruet	Parent		10/25/13
Odetta Ciancarelli	Teacher/Subject Area		10/29/13
John Hammond	Teacher/Subject Area		10/29/13
	Coach		
	Coach		
Nicole Vega	Guidance Counselor		10/29/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 529 School Name: JACQUELINE KENNEDY ONASSIS HIGH SCH

Cluster: 4 Network: 402

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

Part A: Needs Assessment Findings

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

WE USE THE RAPL REPORT ON ATS WHICH INDICATES THE PREFERRED LANGUAGE OF THE ADULTS FOR ALL OF OUR STUDENTS TO DETERMIN WHAT INTERPRETATION SERVICES ARE NEEDED.

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.

WE HAVE FOUND THAT WE HAVE A GROWING NEED FOR CHINESE AND ARABIC INTERPRETATION SERVICES. WE HAVE USED OUR OWN SCERTARIAL SUPPORT FOR SPANISH TRANSLATION AND INTERPRETATION.

Part B: Strategies and Activities

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

WE WILL SEND ALL MATERIAL IN USED FOR TRANSLATION IN ALL LANGUAGES, OTHER THAN ENGLISH AND SPANISH, TO THE TRANSLATION AND INTERPRETATION UNIT PROVIDED BY THE DEPARTMENT OF EDUCATION.

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.

THE SPANISH TRANSLATIONS AND INTERPRETATION SERVICES WILL BE PROVIDED BY OUR IN-HOUSE SUPPORT. ALL OTHER TRANSLATION AND INTERPRETATION NEEDS WILL BE DIRECTED TO OVER-THE-PHONE INTERPRETATION SERVICES.

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>.

WE WILL PRINT AND MAIL HOME THE DISCIPLINE CODE AND THE PARENT'S BILL OF RIGHTS IN PREFERRED LANGUAGE THROUGH THE DOE WEBSITE. WE WILL ALSO POST THE SERVICES AT THE FRONT DOOR AND THROUGHOUT STRATEGIC LOCATION IN THE BUILDING.

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