



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

02M529

School Name:

JACQUELINE KENNEDY ONASSIS HIGH SCHOOL

Principal:

EDWARD DEMEO

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

1. **Section 5A Capacity Framework Element - Rigorous Instruction**
2. **Section 5B Capacity Framework Element - Supportive Environment**
3. **Section 5C Capacity Framework Element - Collaborative Teachers**
4. **Section 5D Capacity Framework Element - Effective School Leadership**
5. **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Jacqueline Kennedy Onassis High School School Number (DBN): 02M529
School Level: High School Grades Served: 9-12
School Address: 120 West 46th Street New York, NY 10036
Phone Number: 212-391-0041 Fax: 212-391-1293
School Contact Person: Edward DeMeo Email Address: edemeo@schools.nyc.gov
Principal: Edward DeMeo
UFT Chapter Leader: Sandra Borgo
Parents' Association President: Ms. Viruet
School Leadership Team Chairperson: Edward DeMeo
Student Representative(s): Oscar Reyes and Doris Sayos

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue New York, NY 10001
Superintendent's Email Address: MBradbu@schools.nyc.gov
Phone Number: 212-356-7563 Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: CFN 405 Network Leader: Michael Mehmet

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Edward DeMeo	*Principal or Designee	
Sandra Borgo	*UFT Chapter Leader or Designee	
Yvonne Viruet	*PA/PTA President or Designated Co-President	
Kenya Urena	DC 37 Representative, if applicable	
Oscar Reyes and Doris Sayos	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Celeste Rodriguez	Member/ Treasurer	
Irene Wilson	Member/ Parent	
Matthew Fazio	Member/Teacher	
Marivic Nazares	Member/ PA Secretary	
Santa Duran	Member/ Vice President	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

students and administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Contextual Information

In order to best understand the Jacqueline Kennedy Onassis High School (JKO) community, one needs to first review the school vision and mission statements. The school vision statement conveys our view of how we JKO graduates will engage the world upon graduation. Specifically, the vision statement shares that we envision our students graduating well prepared for both the business and educational communities. JKO students will graduate college and career ready emboldened with the understanding that their experiences will enhance their ability to become vibrant, active members of the world community. Our students will transition to higher educational opportunities which include four-year degrees, Masters Degrees and even Doctoral Degrees. Our students will become leaders in whatever profession chosen.

Based on this overarching vision, the school mission statement is designed to develop young men and women with active and creative minds, with a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress total development of each child, morally, intellectually, socially, emotionally and physically. We also exist to advance the field of business studies through world-class education, knowledge creation and brokering new and empowering connections.

It is only through the continued development of our internal structures and external collaborations that our vision and mission statements may be realized. The internal and external elements that make JKO a unique learning community include:

- **Kaplan:** The Kaplan program was brought in based on an analysis of our students' SAT scores and concerted conversations had with the college advisor and administrators. The average SAT score for JKO students in Math is 406, Critical Reading is 412 and Writing is 405. The program is offered to junior and senior students once a term.
- **College Now:** The College Now program has been at JKO since I became principal. Presently, the program is aligned with City College. We are presently seeking another College Now opportunity so we may expand the options for our students.
- **Arts Programs:** The Arts Program at JKO consists of Studio Art, Advanced double-period Art and Business Arts Productions. The program offers students an authentic arts experience in visual art, performing arts-theater, and the professional experience of working as an arts production company, Smash Arts Productions, creating greeting cards, bags, T-Shirts and gift items to raise funds. The program has evolved to the point where the students in the Art Program coordinate with other students in other programs, such as Virtual Enterprise (VE). Last year, the VE students in one of the programs won for best booth design at the 2014 NYC Trade Show. This is considered a great honor; this was the first time a JKO team won the honor and, coincidentally, it was the first time the Art students collaborated with the VE students. Art students have also collaborated with the English Department for our annual Poetry Slam, Science Department for our annual Earth Week Celebration and the Spanish Department for our annual Dia de los Muertos, and Feria De Sevilla, flamenco festival. We have also collaborated with Teen Choice in our theater projects.

The Art department has two main cultural partners, Roundabout Theatre Company since 2007 and Magic Box Productions for digital photography since 2012. Our Art students have had artwork selected 3 times for the Congressional Arts Competition representing our district in Washington and displayed in the Capitol. We won 2nd place in the 2014 Citywide Graphic Arts Competition for digital photography. Our project in remembrance of the 10th anniversary of 9/11 was selected to be on display at the Tribute WTC Center for 1 year, and our Art teacher, Ms. De Gregorio, was the recipient of the Tribute WTC Center's Educator Award for Excellence in teaching 9/11, only 10 educators across the country were given this honor. Our students have performed on Broadway for several years in Roundabout Theatre Company's High School Theater Festival. We received a grant from Kinder Morgan this fall for a photography residency with Magic Box Productions to further develop our collaboration.

The Art program seeks to foster community in the school with events like our annual haunted house, raise awareness on environmental concerns, such as our annual Bee Rave (thus far we donated over \$1,000 to UC Davis for Colony Collapse Disorder research.) We have led the school in participating in One Billion Rising for 2 years and have created a site <http://ikorising.wordpress.com> of our work to end the violence against women. The Art Program, through our varying social justice projects and galleries, seeks to inform the general school population. We have held galleries and events on gun violence, justice, women's rights, fracking, population 7 billion, GMO's, to name a few and coming in December HIV/AIDS.

As an extension of our partnership with Roundabout Theatre Company and the Business Arts Productions class we have created a technical theater team of students working as lighting designers, sound designers, stage managers, and backstage technicians. The Smash Arts Productions Tech Team of students is responsible for all of our theater events and assemblies. This team also works alongside professionals who rent our theater. The program is aligned with the NYC Blueprint for Teaching and Learning in the Arts, JKO students leave our school with a wide range of arts experiences.

- **Dance Program:** The program is comprised of introductory and advanced modern dance, ballroom and performance design choreography. The program highlights include developing technical dance skills as well as encouraging student based creativity. Classes are focused on making connections to student subject areas, relating to Poetry, storytelling and important social issues. In addition, students are given the opportunity through workshops and residencies to explore various cultures; Brazilian Samba, West African and Haitian dance. Although not a performing arts high school, JKO dance students have auditioned and have been selected for such prestigious dance events as the Martha Graham All-City Panorama, performed at The Joyce theatre and The Jacquelyn Buglisi, Table of Silence Project 9/11 performed at Lincoln Center Plaza.
- **Math Support Program:** Based on our assessment of Math literacy skills, we have developed a Mathematics support program whereby freshmen take two math courses-one math class, one support class. This year is the first time we disaggregated the program from full back-to-back double period to individual periods taught by a wider array of teachers. This change was implemented based on our conversation with the teachers and an analysis of student data which indicated that they needed to have a separate period to apply the knowledge introduced in the first class session.
- **Writing Support Program:** A number of years ago, we determined that our students entered the school anywhere from four to seven years below in basic literacy skills. As such, we instituted a writing program for all freshmen irrespective of their prior experience and overall literacy data with the prevailing theory that all students would benefit from a concentration in this area of skill. The program has morphed over time based on our increased understanding of student need; today, the program is designed as a Journalism program. The prevailing belief in the change is that the Journalism incorporates all of the essential elements sought in a writing program and is large enough in scope to provide multiple points of entry for all students.
- **Business Council:** Our analysis of our school needs based on student outcomes in 2013-2014 made us realize that our push in literacy, Mathematics, English and systemic metric demands meant that we had not supported the Business curriculum and goals as effectively as needed. As such, the Virtual Enterprise Coordinator has led a team of Business teachers to craft a new Business Council. The present focus is to have students engage in an interview process whereby students will create their resumes and cover letters which our business partners will review. The plan is to schedule the interaction in early December for the dance studio. Students will receive immediate feedback from the interviewer. The school will coordinate matters and invite students from the Business department to participate; interested students will then be invited to the event.
- **CTE Certification submission:** In an on-going effort to refocus on the initial mission of the school, the Coordinators for Virtual Enterprise and the Academy of Hospitality and Tourism have been working to create and submit our CTE certification. We await approval from the CTE offices so we may then begin the next phase of the process. CTE certification will enable our students to stand out from their peers as they enter the maelstrom of the college and university acceptance process.
- **Big Brothers-Big Sisters Workplace Mentoring Program:** We are partnered with American Eagle Outfitters and Morgan Stanley through this mentoring program. These students have been matched since freshman year. In total, 25 students are active members of the program.
- **Junior Achievement:** Business volunteers visit our school and provide workshops for our students in Entrepreneurship.
- **Math Peer Tutoring program:** The Math mentoring program is an internal construct developed by the teachers in

Mathematics.

- **Exploration Program:** This program provides after school career exploration workshops; it is a voluntary program open to all students.
- **College Office –College and Career Readiness Program:** The College office is managed by a guidance counselor who is also serves as the College Advisor; the counselor is also responsible for handling a caseload of the Senior Cohort and 60 freshmen and ensuring their success and graduation. The program is divided into a number of components, namely: Providing guidance on researching colleges and assisting with the entire college application process. Handling the mailing of all college application materials and distributing application fee waivers. Additionally, editing college essays, writing letters of recommendations, and proofreading college/scholarship applications. Also, maintaining college and academic folders for each Senior and keeping track of all their college related correspondence including financial aid. Moreover, the college counselor assists students with registering for SAT and ACT exams and provide fee waivers. Individual and group meetings are held with junior and sophomore students to explore college majors and college choices. Lastly, a financial aid workshop is held during the spring semester for students and parents and I provide one on one financial aid counseling and assistance with the FAFSA. I visit classrooms and present on topics such as how to improve SAT scores, financial aid 101, and how to look for scholarships. The school profile, college bulletin board and scholarship handbook are updated frequently.
- **Vocational & College Programs**
 6. **Virtual Enterprise (VE)** is a simulated business that is set up and run by students with the guidance of a teacher and a business partner. This program allows students to experience, in a simulated business environment, all facets of being an employee in a firm. The Virtual Enterprise involves students in every aspect of a business, including human resources, accounting, product development, production, distribution, marketing and sales. This workplace simulation enables students to understand how employees, workgroup teams, and departments interact with each other and work together for the goal of the company.
 7. **The Academy of Hospitality & Tourism** was established in 1987 through support from the American Express Foundation. The Academy's goal is to expose high schools students to the wide variety of opportunities and career paths in one of the world's largest industries. Students enrolled in the Academy have the opportunity to apply for paid internships, attend job shadowing activities, and participate in career/job readiness workshops.

Fall 2014 College Office Events & Placement

- **College Trips:** Roundabout Theater College and Career Readiness Day, October 7, 2014, Big Apple College Fair Portfolio Day at the Javits Center October 7, 2014, College Trip to SUNY Farmingdale November 14, 2014, College Trip to Queens College November 14, 2014
- **College Presentations: Opportunity Network 9th Grade presentation**, October 8, 2014, **Upward Bound Project Assembly**, presented by Antoinette McKain, October 28, 2014. **CUNY Application Assembly** presented by Leila Sand, College Advisor and Justine Gordy from the CUNY Welcome Center during PSAT day (October 15,2014),
- **Connections 101 Scholarship strategies Assembly** for all Seniors November 17, 2014, **College Advisor Classroom visits** regarding the College application classroom process September 2014.
- **Colleges rep Visits:** University of Massachusetts Amherst Campus October 16, 2014
- **Financial Aid Night** for Students and Parents January 2015
- **PSAT Administration October 15, 2014**, Planning and Ordering PSAT exams (offered to grade 9, 10, and 11th grade students)
- **Post-High School Placement**
 1. 55% matriculated to 4-year colleges and/or universities
 2. 35% matriculated to 2-year institutions
 3. 10% selected work, military service, or technical instruction
- **Colleges JKO students were accepted to over the last four years**

Adelphi University , Alfred State University, University at Albany, Baruch College, Binghamton University, Brooklyn College, University at Buffalo, Buffalo State, College of Staten Island, City College, Cornell University, CW Post, Dickinson College,

Hofstra University, Hunter College, Fairfield University, Fashion Institute of Technology, Franklin & Marshall University, Fordham University, John Jay College, Johnson & Wales University, Georgia State University, Georgetown University, Lehman College, Lehigh University, Long Island University, Manhattan College, Manhattanville College, Middlebury, New York University, Nyack College, NYIT, Pace University, Pennsylvania State University, Skidmore College, St. John's University, St. Bonaventure University, Stony Brook University, SUNY Delhi, SUNY Old Westbury, SUNY New Paltz, Syracuse University, The College of St. Rose, University of Bridgeport, University of New Hampshire, and Wells College.

- **Career Day Event:** In addition to the College Night Event held in the Fall, we also invest in a Career Day Event each Spring. The Career Day Event is a one-day affair where a host of career paths are introduced to our students. Students are scheduled by the Coordinator for Career Day to meet with the experts, so students are made aware of the types of careers in existence. Further, it is our contention that the students need to understand the relationship between the work accomplished in high school and how that knowledge, skill, content and fortitude can result in a meaningful career.
- **Roundabout Theater:** This theater program supports the school on a variety of levels. They provided PD for our teacher to explore student engagement. Teaching artists work with teachers and students in the class setting. They also train our students in how to operate a theater and we then have these students manage the theater for in-house and rented events throughout the school year; essentially, it becomes their part-time job.
- **VE and AOHT Internships:** The VE and AOHT programs are aligned with a variety of business which provides our students with internships. Examples of internships offered are: So Harlem Non-Profit Organization, Futures and Options, the Museum of Finance and we have placed students at the VE center central offices.
- **Mizuho Bank:** This organization provides career readiness workshops for our students.
- **Parent Coordinator:** After analyzing our community needs, we reorganized funds on the Table of Organization (TO) and hired a Parent Coordinator (PC). He assists in the new student center and coordinates parent needs with teachers and administrators.
- **College-Career & New Student Center:** Our internal end-year analysis and review of student needs strongly indicated that we needed to provide the students with a center to go and complete class work, projects and college application work. We moved the support personnel and deans out of room 101, moved the college counselor to an office within the general 101 area, and relocated the deans to next to the cafeteria. We then furnished the space with furniture and computers used by the students throughout the day. Our support personnel manage the new main desk in the space to maintain an orderly movement of students in and out of the space.
- **Grants:** Several of our teachers have written grants ranging from the Arts Space Grant, AIDP Grants and grant for community service. We were recently awarded a \$15,000 grant (Arts for ELLs and Students with Disabilities grant program) which we sought because of a need on our part to more greatly support students with these specific needs.
- **Clubs:** We have a number of clubs ranging from the leaders club, Big Brothers-Big Sisters to table tennis.
- **P3 Mentoring:** The students created a mentoring program for struggling students on the freshman level. Senior students from the National Honor Society, Student Government Organization (SGO) and the honors program combined efforts last year whereby seniors adopted freshmen who had difficulty transitioning to high school which manifested in poor behavior or loss of class credit. The mentoring program is scheduled to begin by the end of November as the first marking period grades are analyzed and the student fair is planned. The administrators and teachers support the students, but this is purely student generated and operated.
- **Awards and Distinctions, 2013-14**
 1. Virtual Enterprise won 3rd place in the National Competition
 2. National Merit Semi-Finalist
 3. POSSE Scholarship Finalists
 4. Syracuse Summer Institute Recipient
 5. Morgan Stanley Mentoring Program, Mentee of the Year
- **Community Partnerships:** College Success Program, Hunter College, Virtual Enterprises International, National Academy Foundation, Roundabout Theatre, NYC Mentoring Program, NYC School Volunteers, Learning Leaders, College Now Program w/ City College of New York, Bottom Line, Upward Bound Program, and the NY Academy of Art. Also, the Teen Choice Program, Inwood House, Intrepid LIFTT Program, Junior Achievement, Opportunity Network, Big Brothers/Big Sisters of NYC.
- **Extra-Curricular Activities:** Student Government, Smash Arts Productions, Dance, PSAL Men's Basketball, Debate, Teen Choice Peer Leaders, JKO Leaders Club, ELL Club, Step Team, Film Club, Morgan Stanley Mentoring Program, Big

Brother/Big Sisters, Peer Tutors, Ping Pong club, P3 Peer Mentoring Program, and National Honor Society. Many of our students are trained lighting technicians and ushers for off Broadway productions that utilize our theater.

- **Advanced Placement Courses** are offered in Biology, Calculus AB, English Language, English Literature, United States History, and Spanish Literature. In order to be admitted, students are recommended by their teachers and take a placement exam.
- **TOPs:** This is a program run by the DOE which is incentive for businesses to train special education students in developing job skills through job shadowing practices. It is intended to provide career and study options. Our lead, Ms. Borgo, UFT Representative, met with our Business Council members on November 4, 2014 to discuss the development of the program at JKO. We intend to have 10 students in the program (10 hours a week per student-max and fulfills CDOS diploma requirements). Several Council members took the application forms stating they would reach out to the school after a review of the documentation.
- **Teen Ambassador Program-Pajama Program:** This is a leadership program which provides warm sleepwear and books for children in need. We offered the program to sophomores, juniors and/or seniors in good academic standing with leadership potential and an interest in volunteer work. This is an activity-opportunity provided by our Community Service Coordinator, Ms. Olena Kebalo. This position is new to JKO for 2013-2014.
- **Teensgiving:** Approximately 19 students are participating in this year's community service event at the 92nd Street Y "Teensgiving" on Sunday Nov 16, 2014.
- **Mock Interviews:** Working with members of the business council, students will provide team members with resumes and sit for mock interviews, so we may hone student rhetorical and presentation skills.

Based on the feedback received from the superintendent during the most recent Quality Review (QR), our Area Of Focus (AOF) is Domain 1.1 (Ensuring engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.) Aligned with this Domain, we also understand that Domain 1.2 (Developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging and meets the needs of all learners so that all students produce meaningful work product.) is an area of concentration as well. Domain 3.4 (Establish a culture for learning that communicates high expectations to staff, students and families and provides supports to achieve those expectations.) is considered to be our Area of Celebration (AOC).

In addition, to budgetary challenges-we lost more than \$130, 000 in Fair Student Funding (FSF) and Title 1 School Wide Program (SWP) - Domains 1.1 and 1.2 are our pedagogical challenges. By working with our School Leadership Team (SLT), Parents' Association (AP), Student Government (SO) and our Teacher Leadership team, we expect to continue to progress.

For tenet #6, we stated our goal was to communicate with parents, guardians and students which would result in greater teacher awareness of student needs, aligned to Danielson Domain components 2B, 2D and 4A. We believe that we have made progress in this tenet, specifically Domain 2B which is to establish a culture for learning. The most recent Quality Review noted this as an Area of Celebration (AOC) and we have incorporated a number of new measures such as the Business Council which has helped us to enhance our students and parent support structures.

02M529 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	681	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	10	# SETSS	8	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	1	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	18
School Composition (2013-14)					
% Title I Population	75.0%	% Attendance Rate			77.7%
% Free Lunch	76.5%	% Reduced Lunch			3.7%
% Limited English Proficient	9.6%	% Students with Disabilities			18.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			22.8%
% Hispanic or Latino	69.8%	% Asian or Native Hawaiian/Pacific Islander			4.1%
% White	2.7%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			10.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.32
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	65.1%	Mathematics Performance at levels 3 & 4			62.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	80.9%	% of 2nd year students who earned 10+ credits			67.9%
% of 3rd year students who earned 10+ credits	74.1%	4 Year Graduation Rate			60.7%
6 Year Graduation Rate	76.8%				
Overall NYSED Accountability Status (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
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	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The Common Core Learning Standards (CCLS) represents at its center a dramatic shift in rigor and student expectation. The average incoming ELA proficiency score of 2.66/4.0 in 2012-2013 dropped to 2.32/4.0 in 2013-2014. In Mathematics, the incoming proficiency level decreased from 2.76/4.0 to 2.17/4.0, as the rigor in each subject was heightened. A three year comparison of Integrated Algebra and English, noted in the chart below, illustrates the internal trend analysis and differential denoted for the last two testing cycles.

Subject	Differential 2013-2014 and 2012-2014	2013-2014 (#and %)	2012-2013 (#and %)	2011-2012 (# and %)
Integrated Algebra	-9.3% (+8 bodies)	112/188 (59.5%)	104/151 (68.8%)	112/210 53.3%
COMMON Core Algebra	NA	53/144 (36.8%)	N/A	N/A
English	-17.8% (+10 bodies)	100/196 (51%)	90/132 (68.8%)	157/223 70.4%

The recent Quality Review (QR) denoted that Domain 1.1 (Ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to the Common Core Learning Standards (CCLS) and/or content standards) was Developing. The primary reason for this rating was the fact that the level engagement, rigor and coherence undulated when comparing the work effected in classrooms observed for the QR. A greater degree of consistency was needed. As a result of this rating, I have self-rated the school as Developing in 3.2. Additionally, we believe that a central tool to be used to address the data trend outlined above is to focus on the level and consistency of school pedagogy.

The central component of the Area Of Focus (AOF) was best defined by the fact that the learning intentions and the tasks were not consistently aligned. As a result of this misalignment, the depth or rigor of the instructional experience was misaligned. In response to the issue, we have implemented the following:

- Administrators and Teacher Leaders are reading Elmore's *Instructional Rounds* as a basis for our analysis of pedagogical habits.
- Teacher leaders are leading teams in a discussion of how teachers and students develop relationships through the instructional core.
- Pre-Observation meetings have centered on the discussion of how tasks predict performance
- The Danielson Domain-based Advance system is used to assess student performance and growth.
- Advance Data systems, specifically, MOTP Individual Score Tracker Reports and Observation Dashboard data is used to track school systems and individual growth and to norm administrative support.
- Individual planning meetings are held with teachers who need the additional support based on data analysis
- Professional Development (PD) has been realigned to focus on Elmore' work and then to marry that work with the Danielson Domain expectations.

Our strengths are in tenets 3.4 and 3.5. We have:

- Rescheduled the school to provide teachers with concentrated common planning time and PD support.
- Developed a teacher leadership team which meets with administration twice a month to discuss pedagogical matters and to help implement systemic changes.
- Meetings, in teacher teams, across subject areas and grades during weekly PD sessions.
- Written and received a 15, 000 Art grant which will focus on helping for ELL and SWD students
- Collaborated with the students in Virtual Enterprise to design that team's trade show booth; as a result, the team won the award for best booth for the 2014 NYC Trade Show.
- Been trained to manage theater spaces and to produce shows by the Roundabout Theater Company since 2007
- Participated in the digital photography program since 2012.
- Purchased additional SMARTBOARD to reach our goal of completing the infusion of this technology in each of our classrooms by January 2016.
- Purchased mini-IPADS for each department (10 total IPADS) so teachers may more efficiently and effectively use the SMARTBOARD technology in the class setting.
- Accumulated and assessed observation Data which is then discussed in cabinet, teacher leadership and SLT meetings
- Scheduled teacher data conferences to assess individual class and teacher progress.
- Shared the MOTP Tracker data with each teacher as part of the observation process.
- Analyzed MOTP Dashboard data to norm observation practices and to buttress or provide evidence of how PD should adjust, or realign teacher focus.
- Culled student mathematics and literacy data for teacher leaders to share with departments as well as data streams for SLT members and administrators as part of the cabinet meeting process.
- Assessed student credit acquisition and Regents data to inform programmatic decisions

Part 2 – Annual Goal

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

To improve instructional rigor and more deeply engage students in the learning process by honing pedagogical practices by strengthening teacher use of Engagement Strategies (from 2.65/4.0 to 3.0/4.0) and targeted Assessment (2.65/4.0 to 3.0/4.0) in instruction based on the use of the ADVANCED Assessment protocols.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The research-based approaches being used at JKO are two fold, namely, the Danielson Domain Observation Process and the use of <i>Instructional Rounds</i> during PD.	Teachers	September 2014 to June 2015	Principal and APS
The strategies used to address the needs of Students With Disabilities (SWD) include the use of PD to share practices and offer support to teachers; the development of ICT classes; the implementation and programming of ELL classes, co-teaching ELL class in Social Studies and support classes in English and Mathematics. Tutoring support is also provided by the teacher. Mentoring programs ranging from student generated peers program (P3) to the Business Council and AOHT peer mentoring program. Ramp Up literacy was replaced by READ 180 which incorporates a greater use of technology and most updated and scientifically aligned literacy practices. Additionally, working with our Talent Coach, we have aligned processes to assess task alignment to student learning.	Teachers, ELL and SWD students	September 2014 to June 2015	Principal, AP PPS and APS
Parents have been invited to school events and have been asked to collaborate in developing new programs designed to promote student accomplishment. Newsletters, emails, SKEDULA and General Letters are used in tandem with the automated phone system to communicate directly and consistently with parents and/or guardians.	Parents	September 2014 to June 2015	Principal, APPS and PC
Activities that address the Capacity Framework element of trust include inviting teachers and guardians into the school to visit with the administration and/or teachers on any given day, the use of communication structures such as newsletters and SKEDULA to keep parents-guardians apprised of student growth and development; communicating directly with the SLT and PA as the school year unfolds, ensuring parents-guardians access to counseling services and having the Parent Coordinator (PC) serve as an additional liaison between all constituents.	Parents and Students	September 2014 to June 2015	Principal

Part 4 – Resources Needed

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

The resources needed to implement this year’s action plan are:

- Use of teacher teams, peers and lead teachers for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments and engaging students.
- The Danielson Framework and ADVANCE for teacher evaluations student progress
- The SKEDULA system allocation and assessment student progress
- Allocation used to hire a Parent Coordinator (PC)

- Read 180 Literacy Program
- The Roads To Success Curriculum which focuses on College and Career Readiness for all grade levels substituted for AVID.
- Scheduling intra/inter-visitations
- Engaging in intra/inter-visitations, during school PD, teacher team meetings held on Wednesdays (1 hour and 15 minutes per session, four sessions a month).
- Scheduling for Advanced Placement (AP) coursework and Honors program
- Allocating funds to support teacher training.
- Use of NYC DOE and/or NY State Resources such as Common Core Library, EngageNY Curriculum in ELA, Department of English Language Learners and Student Support instructional resources recommended by the DOE Handbook for Professional Learning and professional texts, OTPS for student consumables and workshop materials.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

We are also using Title 1 Part A (Basic), Title 1 Focus school Improvement Funds, Tax Levy (FSF) AIDP Grant and ELL-SWP Art Grant Allocation.

Part 6 – Progress Monitoring

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

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

The process monitoring used as part of an overall cycle of continuous improvement planning at JKO is identified as our use of the following benchmarks:

Student Portfolios Assessment-January
 MOSL Assessments-November-December
 Term 1 Midterm Exams-November
 Term 1 Final Exams- January
 Student Class Credit Analysis Data –Custom Report-October, December and January,
 Teacher Class Credit Analysis Data-Custom Report-January
 Report Cards-October, December, February
 SKEDULA Analysis-weekly by individual teachers, students and parents-guardians
 READ 180 reports-January
 January Regents Exams

We reassess procedures at the end of each marking period and term whereby practices and PD may be changed, based on this analysis.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

In terms of Social Emotional Development and support which reflects directly in student learning, JKO has implemented a variety of internal structures and engaged in a series of professional collaborations designed to meet the community needs while also respecting the individual needs of our parents and students. The elements noted below were designed to align daily school management realities and our dedication to the social-emotional realities our students present. The structures and collaborations at JKO are:

- Communication:**
 - A. Newsletters are written and emailed in English and Spanish to the parents and guardians
 - B. SKEDULA is used by the faculty to provide parents and students with real-time updates on student progress
 - C. Automated phone system
- Funding:** Funds have been allocated to hire a Parent Coordinator (PC).
- Personnel:** JKO provides direct student support by employing three counselors who meet with students to address social, personal and/or cultural concerns as well as scholarship and academic progress. Additionally a AIDP counselor is provided for students designated as SWD. Teachers also conference with students throughout the term and email concerns to the counselors and AP PPS. The AP PPS and APS coordinate to manage Special Education academic and compliance needs and we have an IEP Coordinator.
- Structures:** Detention system has been created for student infraction and is designed to reduce suspensions.
- Attendance Support:** Attendance team meets weekly to focus on chronically late and absent students.
- Big Brothers-Big Sisters Workplace Mentoring Program:** We are partnered with American Eagle Outfitters and Morgan Stanley through this mentoring program. These students have been matched since freshman year. In total, 25 students are active members of the program
- Junior Achievement:** Business volunteers visit our school and provide workshops for our students in Entrepreneurship.
- Math Peer Tutoring program:** The Math mentoring program is an internal construct developed by the teachers in Mathematics.

- **Exploration Program:** This program provides after school career exploration workshops; it is a voluntary program open to all students.
- **College Office –College and Career Readiness Program:** The College office is managed by a guidance counselor who is also serves as the College Advisor; the counselor is also responsible for handling a caseload of the Senior Cohort and 60 freshmen and ensuring their success and graduation. The program is divided into a number of components, namely: Providing guidance on researching colleges and assisting with the entire college application process. Handling the mailing of all college application materials and distributing application fee waivers. Additionally, editing college essays, writing letters of recommendations, and proofreading college/scholarship applications. Also, maintaining college and academic folders for each Senior and keeping track of all their college related correspondence including financial aid. Moreover, the college counselor assists students with registering for SAT and ACT exams and provide fee waivers. Individual and group meetings are held with junior and sophomore students to explore college majors and college choices. Lastly, a financial aid workshop is held during the spring semester for students and parents and I provide one on one financial aid counseling and assistance with the FAFSA. I visit classrooms and present on topics such as how to improve SAT scores, financial aid 101, and how to look for scholarships. The school profile, college bulletin board and scholarship handbook are updated frequently.
- **Roundabout Theater:** This theater program supports the school on a variety of levels. They provided PD for our teacher to explore student engagement. Teaching artists work with teachers and students in the class setting. They also train our students in how to operate a theater and we then have these students manage the theater for in-house and rented events throughout the school year; essentially, it becomes their part-time job.
- **VE and AOHT Internships:** The VE and AOHT programs are aligned with a variety of business which provides our students with internships. Examples of internships offered are: So Harlem Non-Profit Organization, Futures and Options, the Museum of Finance and we have placed students at the VE center central offices.
- **Mizuho Bank:** This organization provides career readiness workshops for our students.
- **P3 Mentoring:** The students created a mentoring program for struggling students on the freshman level. Senior students from the National Honor Society, Student Government Organization (SGO) and the honors program combined efforts last year whereby seniors adopted freshmen who had difficulty transitioning to high school which manifested in poor behavior or loss of class credit. The mentoring program is scheduled to begin by the end of November as the first marking period grades are analyzed and the student fair is planned. The administrators and teachers support the students, but this is purely student generated and operated.
- **Awards and Distinctions, 2013-14**
 - A. Virtual Enterprise won 3rd place in the National Competition
 - B. National Merit Semi-Finalist
 - C. POSSE Scholarship Finalists
 - D. Syracuse Summer Institute Recipient
 - E. Morgan Stanley Mentoring Program, Mentee of the Year
- **Community Partnerships:** College Success Program, Hunter College, Virtual Enterprises International, National Academy Foundation, Roundabout Theatre, NYC Mentoring Program, NYC School Volunteers, Learning Leaders, College Now Program w/ City College of New York, Bottom Line, Upward Bound Program, and the NY Academy of Art. Also, the Teen Choice Program, Inwood House, Intrepid LIFTT Program, Junior Achievement, Opportunity Network, Big Brothers/Big Sisters of NYC.
- **Extra-Curricular Activities:** Student Government, Smash Arts Productions, Dance, PSAL Men’s Basketball, Debate, Teen Choice Peer Leaders, JKO Leaders Club, ELL Club, Step Team, Film Club, Morgan Stanley Mentoring Program, Big Brother/Big Sisters, Peer Tutors, Ping Pong club, P3 Peer Mentoring Program, and National Honor Society. Many of our students are trained lighting technicians and ushers for off Broadway productions that utilize our theater.
- **Advanced Placement Courses** are offered in Biology, Calculus AB, English Language, English Literature, United States History, and Spanish Literature. In order to be admitted, students are recommended by their teachers and take a placement exam.
- **TOPs:** This is a program run by the DOE which is incentive for businesses to train special education students in developing job skills through job shadowing practices. It is intended to provide career and study options. Our lead, Ms. Borgo, UFT Representative, met with our Business Council members on November 4, 2014 to discuss the development of the program at JKO. We intend to have 10 students in the program (10 hours a week per student-max and fulfills CDOS diploma requirements). Several Council members took the application forms stating they would reach out to the school after a review of the documentation.
- **Teen Ambassador Program-Pajama Program:** This is a leadership program which provides warm sleepwear and books

for children in need. We offered the program to sophomores, juniors and/or seniors in good academic standing with leadership potential and an interest in volunteer work. This is an activity-opportunity provided by our Community Service Coordinator, Ms. Olena Kebalo. This position is new to JKO for 2013-2014.

- **Teensgiving:** Approximately 19 students are participating in this year's community service event at the 92nd Street Y "Teensgiving" on Sunday Nov 16, 2014.
- **Cents Ability:** Each spring, for about eight weeks, this organization provides workshops on financial literacy for the Virtual Enterprise students. Some of the topics covered include: managing checking and savings accounts, financing for college, creating a budget and investing in the stock market.
- **Upward Bound:** Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.
- **Inwood House Services:** The mission statement for Inwood House denotes that it is an organization dedicated to helping teens become healthy, self-reliant adults. At JKO, the program follows the major tenets defined as:
 - A. Facilitating the development of the knowledge, skills, and self-esteem needed to set life goals, make responsible decisions, and avoid teenage pregnancy; and
 - B. Providing a continuum of care for pregnant and parenting teens in foster care that builds on their strengths and moves them toward self-sufficiency.
 - C. Being a source of hope, guidance and opportunity.
 - D. As part of the Teen Choice Program, JKO students have been trained and have been working as student peer leaders. Teen Choice is a hallmark of the Inwood House services and is an essential part of our student support program. Inwood House counselors have an office at our school and coordinate with our DOE counselors and AP PPS to support student needs.

According to our assessment of OORS Data, to date, we have reduced Principal Suspensions from 201 in 2012-2013 to 102 in 2013-2014, but our Superintendent suspensions for the same time frame increased by 2. Thus far, the data for this year indicates a dramatic reduction in Superintendent suspensions as we have 4 this year and 68 principal suspensions to date. A recent trend analysis indicates that suspension rates have recently increased, which is directly aligned to the holiday season, so we are reaching out to parents to visit and coordinate efforts with deans and counselors to address the deeper issues.

Based on the School Quality Guide, Student progress, achievement, environment and closing the achievement gap have been noted as Approaching Target with only the College and Carrera Readiness measure Meeting Target.

Recent Quality Review data indicates that indicator 2.2 has transitioned from Developing (2013-2014 QR) to Proficient (2013-2014). Indicators 1.1 and 1.2 continue to be rated as Developing.

Part 2 – Annual Goal

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

To engage students in the 2014-2015 school year to take greater leadership roles by collaborating through existing structure (the Student Government Organization (SGO), Peer Tutoring and P3 Tutoring Programs) designed to support a collaborative vision of social and emotional development that will be measured by Danielson Domain components 2B and 2D; attendance percentages and credit acquisition percentages are expected to increase 3%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>Professional Development is aligned to the Danielson Domain structures. PD topics culled from the PD plan have included Students With IEP's: How to utilize SESSIS as a tool for differentiated instruction; aligned to Competency 3C: Engaging Students In Learning; Competency 2D: Managing Student Behavior, and Competency 1E: Designing Coherent Instruction as well as Supporting College and Career Readiness In Every Classroom: Presentation by College and Career Readiness Team; aligned to Competency 4E: Growing and Developing Professionally. Competency 1A: Demonstrating Knowledge of Content and Pedagogy.</p>	Teachers & Students	September 2014-June 2015	Ms. Valit, APS & Principal
<p>Students With Disabilities (SWD) are provided with programmatic as well as social-emotional support. Specifically, we have increased the number of ICT classes while also providing SETTS and Self Contained services. We employ and AIDP counselor as well as three-on staff counselors who share the caseload. We have an IEP Coordinator and reorganized the physical plant to provide for one location for a student support center.</p> <p>ELL students are provided with an ICT-based Social Studies support class co-taught by the ELL teacher and a teacher of the subject area. Additionally, teachers across the curriculum are provided PD designed to support teacher pedagogy and ELL student need.</p> <p>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</p>	Students	September 2014-June 2015	Principal & Assistant Principals
<p>Strategies designed to increase parent involvement implemented include inviting parents to events such as College Night, Career Day, Holiday events, Dance Recitals and NHS events. The school supports the Parents' Association (PA) efforts such as having parents and teachers collaborate on PD while taking in a show at Roundabout Theater. We use SKEDULA to keep parents informed of student progress and parents have access to teacher and student email addresses. We also ensure that parents are informed of various social events such as the annual Blood Drive, Teensgiving and Teen Ambassador Program.</p>	Parents & Students	September 2014-June 2015	AP PPS, Teacher-Leader and Principal
<p>It is evident that everyone at JKO works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. For example, the new Business Council was forged by the Business teachers with administrative support. The teacher leaders meet with administration each week to develop new policies while augmenting existing policies in order to make the school operate more effectively and efficiently. Parents have 24-hour access to pedagogues and administrators via the SKEDULA system; the PA coordinates community efforts with the administrators and teachers. The students have developed a mentoring program (P3) and the</p>	Parents & Students	September 2014-June 2015	Principal

Student Government Organization (SGO) collaborates with teachers and administrators to initiate new clubs, and programs.			
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Part 4 – Resources Needed

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

The resources needed to implement this year’s action plan are:

- Schedule Business Council Meetings with Administrative and Pedagogical staffs
- Coordinate, develop and schedule enrichment programs with Business Council members
- Use of teacher teams, peers and lead teachers for demonstration of modeling, developing norms and common language among teachers and students in the development of programs
- The SKEDULA system allocation and assessment student progress and provide school wide notifications
- The Roads To Success Curriculum which focuses on College and Career Readiness for all grade levels substituted for AVID.
- Allocation used to provide a .2 for a Community Affairs Coordinator
- Scheduling extracurricular events such as Holiday Dance and Feast celebration, Career Day and College Night
- Incorporate Inwood House and Teen Choice counseling services into the AIS structure
- Provide space and support for Inwood House-Teen Choice personnel
- Providing teachers with access to SESSIS data at a secured locale
- Providing counselors with email access to systems and SKEDULA access to coordinate student support efforts with teachers and parents.
- Use of NYC DOE and/or NY State Resources
- The Assistant Principal of Supervision (APS) and the Assistant Principal of Pupil Personnel Services (AP PPS) are key elements of the use of human resources.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

We are also using Title 1 Part A (Basic), Title 1 Focus school Improvement Funds and Tax Levy (FSF) allocations

Part 6 – Progress Monitoring

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

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

The process monitoring used as part of an overall cycle of continuous improvement at JKO is:

1. Weekly meeting with the Teacher Leaders
2. Monthly SLT Meetings
3. Monthly Student Government Meetings
4. Daily contact via SKEDULA
5. Daily support via Pupil Personnel staff
6. Weekly AIS Attendance Meeting
7. Email and SKEDULA Communication

We reassess procedures at the end of each marking period and term whereby practices and PD may be changed, based on this analysis.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

We use a variety of data assessment streams to assess pedagogical growth-development. Our initial mid-year analysis resulted in the following understanding:

- C. Instructionally, the administrators are aligned with the average effective rate of 58% and developing rate of 35%. Variances have been attributed to the time of entry and when the teachers have been observed in relation to the previous observation.
- D. The teacher analysis based on midyear review of Data Charts denoted that 73% believed Domain 3B: Questioning and Discussion was of greatest need. Another 19% determined that Domain 3C: Engaging Students in Learning was greatest need with another 8% stating the need for assistance in developing better practices in Domain 3D: Using Assessments in Instruction.
- E. Advance Observation Analysis presently reveals the following:

Domain	Effective	Developing
3B: Questioning and Discussion	58%	37%
3C: Engaging Students in Learning	48%	52%
3D: Using Assessments in Instruction.	41%	54%

Our conclusion was that the PD has been aligned to address the larger statistical issues which persist, but are only put in context with the observation analysis and reflection provided in the ADVANCE Narratives. The observations have been more time-consuming because of the internal mandate to meet with every teacher for every observation, informal or formal, but the stats indicate the needs for this level of conversation is essential.

Assessment and Engagement are lagging behind the use of Questions for discussion purposes, but the range has resulted in a statistical tie. An assessment of our approach and continued alignment of the observation process is needed.

Internal Analysis of the final-summative 2013-2014 ADVANCE summary data for MOTP and MOSL resulted in the following understanding:

<p>MOTP DATA ANALYSIS Overall Rating 23% of the teachers were rated Highly Effective for the final MOTP-MOSL rating 73% of the teachers were rated Effective for the final MOTP-MOSL rating 4% of the teachers were rated Developing for the final MOTP-MOSL rating</p>	<p>MOSL LOCAL 49% of the teachers were rated Highly Effective for the MOSL component 51% of the teachers were rated Effective for the MOSL component 0% of the teachers were rated Developing for the MOSL component</p>
<p>MOTP 15% of the teachers were rated Highly Effective for the MOTP component 74% of the teachers were rated Effective for the MOTP component 6% of the teachers were rated Developing for the MOTP component</p>	<p>MOSL STATE 38% of the teachers were rated Highly Effective for the MOSL component 46% of the teachers were rated Effective for the MOSL component 16% of the teachers were rated Developing for the MOSL component</p>

Scholarship reports are used at the end of the second marking period per term to assess student credit acquisition and serve as the foundation for data-driven IPCs held between the Principal and individual teachers.

Based on a custom report we run, Marking Period #1 for 2013-2014 and 2014-2015 were compared to assess credit acquisition; initial analysis indicates a 2.5% increase in credit acquisition.

Our actions based on this data, programmatically, instructionally and in terms of teacher support-collaboration were:

- Teachers meet individually with the principal at the start of the term for IPCs.
- PD has been used to inform teachers of ELL, Special Education, and literacy strategies
- The teacher handbook outlines the strategies to be used.
- Read 180 has been implemented this year in lieu of the traditional Ramp Up literacy program.
- AVID Strategies are still integrated throughout the curriculum even though the program has been replaced by the Wednesday student inquiry program.
- Observation and individual teacher meeting data has revealed that questioning, assessment and engagement are concerns.
- Data is related to alignment of goals, test assessment, Performance Task for CCLS aligned pre-assessment and class interactions. Based on an analysis of recent PR data, the program will shift to include additional Chemistry and Trigonometry classes; AVID was maintained and AP was expanded to include Biology.
- Pre-assessment data was used to determine student needs.
- Exams are differentiated to allot for student needs.
- Class projects are used to provide different points of entry to the scholarship.
- ARIS and custom reports are shared with the teacher leaders who then share them with the departments.
- First term data per department related to credit acquisition has been shared with the teacher leaders and, subsequently, with the departments.
- School wide goal assessment sheet and related information was provided in the teacher handbook and used in the class setting to determine and assess student goals
- White boards have been purchased for the math department so that they can take “temperature checks” throughout the lesson for student assessment
- Group work has been redefined to render more challenging tasks. Teachers use debate and discussion to intellectually challenge student thinking.
- Monthly department meetings consist of inquiry related to the analysis of student work.
- SKEDULA is used for systematizing feedback to students regarding assessment.
- The English curriculum has been aligned with EngageNY. All texts and curriculum has been redesigned for this level of rigor.
- A new Journalism class has been implemented in order to intellectually engage the freshmen cohort and prepare them for literacy skills needed as they move forward in the educational process.
- Lessons have shifted from teacher directed to student led, as a school-wide practice.

The recent Quality Review (QR) stated that our work in Domain 1.1 and 1.2 continue to be areas of focus. According to the School Quality Snapshot data, English and Science have been assessed as “good” when helping students improve from their incoming proficiency levels and pass Regents exams, but we are only fair in Math and United States History with a rating of poor for Global History.

Based on this data analysis, we believe that teacher use of data systems ranging from ADVANCE, to SKEDULA, ARIS and Custom Reports as well as longitudinal trend analyses initiative within departments must continue as we revise our practices to address the increased literacy deficits our incoming students have in English and Mathematics.

Our strengths include a dedicated and willing staff of pedagogues who have sought out data aligned to pedagogical support. Our teachers and administrators are able to use data to leverage systemic change.

We need to continue to work with our teachers to develop more engaging units of study and lesson plans that use questions for the purpose of holding critical conversations which may be scientifically assessed. Also, we need additional resources such as PD to train all of our teachers on how to become reading teachers irrespective of the subject domain.

Part 2 – Annual Goal

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

Teachers will work collaboratively throughout the 2014-2015 school year to assess effective use of structures (units of study and lesson plans, CCLS) to more readily align student tasks to the expected learning intention which will result in an overall increase in Teacher Advance Domain 3 rating to 3.0 and a 3% increase in student credit acquisition.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
The Danielson Domain structures and the ADVANCE system have been used to provide a trend analysis of teacher development, alignment and growth.	Teachers	September 2014-June 2015	Assistant Principal of Supervision & Principal
To support the needs of SWD and ELL students by revising lesson planning and annotating units of study, redesigning Professional Development to align to a greater use of Elmore’s connect, model release method to support the needs of ELL and SWD students.	Teachers	September 2014-June 2015	Assistant Principal of Supervision & Principal
Strategies designed to increase parent involvement implemented include inviting parents to events such as College Night, Career Day, Holiday events, Dance Recitals and NHS events. The school supports the Parents’ Association (PA) efforts such as having parents and teachers collaborate on PD while taking in a show at Roundabout Theater. We use SKEDULA to keep parents informed of student progress and parents have access to teacher and student email	Parents & Students	September 2014-June 2015	AP PPS, APS and Principal

addresses. We also ensure that parents are informed of various social events such as the annual Blood Drive, Teensgiving and Teen Ambassador Program			
Throughout the 2014-2015 school year, pedagogues, administrative staff members, support staff members and parents work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. For example, the new Business Council was forged by the Business teachers with administrative support. The teacher leaders meet with administration each week to develop new policies while augmenting existing policies in order to make the school operate more effectively and efficiently. Parents have 24-hour access to pedagogues and administrators via the SKEDULA system; the PA coordinates community efforts with the administrators and teachers. The students have developed a mentoring program (P3) and the Student Government Organization (SGO) collaborates with teachers and administrators to initiate new clubs, and programs.	Parents & Students	September 2014-June 2015	AP PPS, APS and Principal

Part 4 – Resources Needed

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

Resources needed to effectively implement the action plan are:

- Use of teacher teams, peers and lead teachers for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments and engaging students.
- The Danielson Framework and ADVANCE for teacher evaluations student progress
- The SKEDULA system allocation and assessment student progress
- Read 180 Literacy Program
- The Roads To Success Curriculum which focuses on College and Career Readiness for all grade levels substituted for AVID.
- Scheduling intra/inter-visitations
- Engaging in intra/inter-visitations, during school PD, teacher team meetings held on Wednesdays (1 hour and 15 minutes per session, four sessions a month).
- Scheduling for Advanced Placement (AP) coursework and Honors program
- Allocating funds to support teacher training.
- Scheduling Wednesday PD sessions totaling 1 hour and 15 minutes a week
- Scheduling and holding Pre and Post Observation Meetings; providing written summaries
- Scheduling and holding IPC, midterm Scholarship and end term summative meetings with pedagogues; providing written summaries
- Scheduling SLT, Teacher Leader, PA and SGO meetings to share QR findings and to discuss strategies
- Developing and utilizing custom data reports to provide teachers and administrators with data support.
- Use of NYC DOE and/or NY State Resources such as Common Core Library, EngageNY Curriculum in ELA, Department of English Language Learners and Student Support instructional resources recommended by the DOE Handbook for Professional Learning and professional texts, OTPS for student consumables and workshop materials.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

We are also using Title 1 Part A (Basic), Title 1 Focus school Improvement Funds and Tax Levy (FSF) Allocation

Part 6 – Progress Monitoring

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

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

The process monitoring used as part of an overall cycle of continuous improvement at JKO is:

5. Weekly meeting with the Teacher Leaders
6. Monthly SLT Meetings
7. Monthly Student Government Meetings
8. Daily contact via SKEDULA
9. Daily support via Pupil Personnel staff
10. Weekly AIS Attendance Meeting

We reassess procedures at the end of each marking period and term whereby practices and PD may be changed, based on this analysis.

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

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

School leaders ensure an articulated vision through a variety of structures, namely:

- A Teacher and Counselor handbook is produced annually and emailed to staff for review; it is edited and/or updated throughout each year based on new understandings and collaboration with constituents.
- Teacher leaders meet with the administrative staff each week to discuss pedagogical and administrative matters.
- The ADVANCE observation system is used to consistently provide observation feedback. The observations are divided between the APS, AP PPS and Principal.
- Individual IPCs, data meetings and Scholarship meetings are scheduled for each teacher to meet with the principal to assess pedagogical growth while aligning structures to student development.
- Cabinet meetings are held each week to discuss school matters as well as to norm observation processes.

Based on our assessments, the pedagogy at JKO has changed over time as we have continued to hone pedagogical skill based on the Danielson-based observation process. The observation data last year revealed that 6/42 (14%) of the teachers were rated Highly Effective; 2/42 (5%) of the teachers were rated Developing; 34/42 (81%) of the teachers were rated Effective.

The average score for teachers at JKO for 2013-2014 was 50.5. A distillation of the specific essential components illustrated where the community needed to concentrate its efforts. The chart noted below was created based on an assessment of individual MOTP

ratings.

2014-2015 DOMAINS	2013-2014 DOMAIN DATA (out of a 4.0)
1A. Demonstrating Knowledge of Content and Pedagogy	3.13 (78%)
1E. Designing Coherent Instruction	2.97 (74%)
2A. Creating an Environment of Respect and Rapport	3.14 (79%)
2D. Managing Student Behavior	3.15 (79%)
3B. Using Questioning and Discussion Techniques	2.41 (60%)
3C. Engaging Students in Learning	2.65 (66%)
3D. Using Assessment in Instruction	2.65(66%)
4E. Growing and Developing Professionally	3.16 (79%)

Based on this analysis and understanding that at least 10% of the teaching population would change in 2014-2015, the data noted above was used to craft our PD plan and served as an essential tool when crafting teacher IPCs. The 2013-2014 data analysis (assessment of domain findings, class observation review, MOTP and MOSL disaggregation review) was used as an underpinning to the changes implemented for 2014-2015.

The administrative team agreed to the following action plan:

- Observations were shared by the observation team (AP PPS, APS and Principal)
- Teachers at JKO, it was agreed, must receive a post observation for informal observations otherwise how would they know what to correct or why.
- Teachers receive informal observations before formal observations were to be initiated.
- Individual planning conferences are held with teachers of greatest need based on observation data outcomes.
- JKO-created Inter-visitation forms are to be used for anyone who had the option of choosing to have teachers visit their classes.
- Depth of Knowledge (DOK) would be infused in the PD plan and expected to be used in the lessons.
- DOK and Annotation posters in each classroom indicate a systemic use of structures.
- Teaching practices related to multiple point of entry are multifaceted. SMARTBOARDS are used in the class setting to provide visual support in the lesson. We encourage the use of a mix of techniques throughout the lessons designed to address varied student needs. Our data indicates our students are more kinesthetic, so more hands-on techniques are needed—auditory techniques are used in a min-lesson format for some classes while new programs such as READ 180 utilizes headphones and having books read to them where appropriate. We have also purchased computers in each classroom so teachers would have immediate access to the SMARTBOARD. Also, we have placed a bank of computers in room 405B (READ 180) and 508 (Special Education services) where software purchased in 2013-2014 is used. Further, we purchased other computers and realigned resources to support the new College and Career-Student Center located on the first floor.
- Currently, we are transitioning teacher practices away from teacher-centered lessons in favor of more student-centered techniques. Students are asked to take more ownership of the learning process by working in meaningful group work which has been redefined in our community whereby elements of the lesson have been reshaped to have students synthesize and apply the concepts as opposed to understanding the facts alone. During walkthroughs we have seen more teacher-centered approaches taken to the instruction. We have encouraged teachers to change the lessons so student voices are heard. We promote teacher inter-visitations as evinced by the teacher-created forms used to memorialize visits.
- Based on our analysis from last year, we have adapted a number of structures, such as lesson planning, annotation, group work, student engagement, critical thinking questions, discussion, Read 180.
- A new lesson plan structure has been shared with the leadership team members for review and annotation before adoption.
- Domains 3B, 3C and 3D served as the observation focus as they were the lowest rated areas in 2013-2014.
- Scaffolding lessons for student understanding was deemed an essential element to the learning process and was incorporated in post observation conversations.
- Meaningful use of student collaborations have a core analysis of the observation process as there needs to be a balance struck between those of need and those students who are on level or advanced.
- The administrative team will meet to discuss the second phase of the observation process and then determine the next observation schedule.

The summary data from the first round of informal observations related to Domains 3b (Using Questioning and Discussion Techniques, 3C (Engaging Students in Learning) and 3D (Using Assessment in Instruction) resulted in the following data:

Domains	Math	Science	English	Social Studies	Business
3B	2.44	2.25	2.44	2.41	2.25
3C	2.38	3.0	2.77	2.41	2.25
3D	2.55	2.75	3.05	2.60	2.77

The above metrics is based on a 4.0 scale.

Coupled with the initial data from last year, this data drives our PD and pedagogical conversations. The assessment was also intended for us to be able to guide our teachers to peer groups which may have a particular strength. For instance, since English is more highly rated in 3D, we would encourage teachers from the other subject areas to visit classes and engage in conversations with their peers in English, so they are better able to inform their instructional practices. This is the first stage of the process; the next phase is to leverage the data to effect similar changes across the curriculum.

Our work to date has resulted in:

- Greater student engagement
- More thoughtful use of questions for the purpose of developing critical conversations
- More greatly aligned assessment of student work designed to deepen the learning process.
- Implementation of systems seen across the curriculum

We are now using our low inference notes based on the informal observations and subsequent conversations to gauge student learning and/or understanding. Specifically, we ask teachers to reflect on the impact of the activity (challenging) and the push toward Higher Order of Thinking (HOT).

Based on an analysis of the End Of Year (EOY) and Pre Assessment (PRE) data for each MOSL exam provided, we found the level of student achievement increased in each case as the data table below illustrates:

Subject	MOSL Score Differential
English 09	+13.1632
English 10	+11.9577
English 11	+16.1885
English 12	+14.98296
Global History	+12.3822
United States History	+12.6078
Math-Integrated Algebra	+11.7544
Science-Living Environment	+8.615900

Strategic Decisions for 2014-2015 included the following:

- The English curriculum was changed to directly align to the NYEngage curriculum which means that we have challenged the teachers by revising the entire curriculum and the students with the rigor of the work.
- Each lesson is structured to illustrate alignment of the CCLS by stating how each lesson and unit of study addressed the standards.
- Depth Of Knowledge (DOK) structures have been implemented to enhance the rigor of Domain 3B (Use of questions and discussion techniques).
- A new planning structure has been implemented since the start of the school year based on inconsistencies noticed during the observation process.
- Portfolios have been implemented and structures have been introduced to formalize a school wide approach to the assessment process as teachers review student goals, work and revising of the work based on the use of rubrics and Regents exam requirements.
- After assessing the scores on the pre assessments on the performance series exams-MOSL-we started aligning our rubric with their rubric to make sure we are meeting the same expectations.
- In certain content areas, there was a complete rewriting of the curriculum maps. We discarded the material from last year such as English and Algebra. We used the information from ENGAGENY. We have also elicited Professional Development (PD) from our Network; Mr. Conenna, Achievement Coach for Math and Science in the process of reworking the Algebra curriculum with our teacher team.
- In social studies, we have infused more writing revision in the Social Studies classroom. Students must not just write, but choose pieces of work to revise. Additionally, because of the annotation students are working with teachers on how to READ LIKE A HISTORIAN. What is the information I am picking up that I can use moving forward.

- In order to address the instructional shifts in Mathematics, we realized there was a need for more on-task time for student to have in class, so we disaggregated the double period math class to provide for more practice time; this decision was made after conferencing with the teachers and peer administrators. We created math support classes for each 9th grade class in order to have more individual time with teacher and more time on task.
- In science, there is a continued effort to focus on the use of literacy skills as teachers implement more stringent portfolio assessment aligned to the CCLS and Instructional Shifts. In this core area of study, the teachers are expected to introduce news articles related to the areas of study in order to provide a real-world connection.
- In business, the average Domain score for the department members as per the individual MOTP Score Tracker is 2.65/4.0. Literacy and new planning structures have been introduced in the program to improve the use of engagement practices, use of questioning and discussion techniques and Assessment strategies. The department is also completing CTE Certification for VE and AOHT. The team members have also created a new Business Council which is presently working to plan mock interviews for our students.
- The DOK Chart is a tool used to help both the teacher plan for and the students to strive for the college and career standards. It is used to scaffold and build rigor. It helps teachers understand where they are at in terms of student and curriculum levels and how to deepen the work to build upon critical analytical skills.
- When assessing Performance Based Tasks, we have used rubrics and MOSL exams from last year. This year we are informally using the pre-assessments for our initial analysis; after speaking with our MOSL specialist, we agreed that the assessments were valuable for us, but we could not implement them as per the larger systemic schedule, thus the informal use at the start, but we have agreed to formalize the use of the summative assessments when they are made available for use.
- Higher Order Thinking (HOT) processes are realized in a variety of ways at JKO. For instance, we have focused on the use of more critical questions in the class setting designed to have students engage in a conversation about the importance of the facts. We have also examined the use of pairs and groups to ensure that the higher level student is as engaged as the lower level students around a critical concept as opposed to proving or confirming a fact. Additionally, teachers are asked to have students analyze work and to use the information for a more critical examination. Groups with information already ready to be analyzed applied concepts.

Part 2 – Annual Goal

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

Throughout the 2014-2015 school year, teachers will be work collaboratively in Professional Development to assess student progress toward graduation and College and Career Readiness by analyzing data such as Scholarship Data, Custom Reports, and Trend Analyses within and across curriculum to ensure that systems are consistently and appropriately applied which will result in improved Advance data for Domain 3b (Using questioning and discussion techniques) and 3c (Engaging Students In Learning) which will result in a 3% improvement in student credit attainment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The use of the Danielson Domains as evinced by the ADVANCE System is the research-based system which will impact change.	Teachers	September 2014-June 2015	AP PPS, APS & Principal

Various data streams (attendance, report card grades, literacy levels, etc.) and AIS Support structures will be used to revise lesson planning and units of study and will inform the Professional Development Plan so the instructional intent and application is aligned to the needs of the ELL and SWD populations.	Teachers	September 2014-June 2015	AP PPS, APS & Principal
Strategies designed to increase parent involvement implemented include inviting parents to events such as College Night, Career Day, Holiday events, Dance Recitals and NHS events. The school supports the Parents' Association (PA) efforts such as having parents and teachers collaborate on PD while taking in a show at Roundabout Theater. We use SKEDULA to keep parents informed of student progress and parents have access to teacher and student email addresses. We also ensure that parents are informed of various social events such as the annual Blood Drive, Teensgiving and Teen Ambassador Program	Parents & Students	September 2014-June 2015	AP PPS, APS & Principal
The parents, students and pedagogues have and will continue to trust in each other's work designed to support student learning. To this effect, SKEDULA and Pupilpath are used by each constituent to keep everyone fully informed of student growth and development. PD related to differentiation and the needs of SWD and ELL students has been provided and parents are invited in to coordinate efforts with the college counselor and the other counselors based on individual student need.	Parents & Students	September 2014-June 2015	AP PPS, APS & Principal

Part 4 – Resources Needed

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

Resources needed to effectively implement the action plan are:

- Use of teacher teams, peers and lead teachers for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments and engaging students.
- The Danielson Framework and ADVANCE for teacher evaluations student progress
- The SKEDULA system allocation and assessment student progress
- Read 180 Literacy Program
- The Roads To Success Curriculum which focuses on College and Career Readiness for all grade levels substituted for AVID.
- Developing Portfolio Assessments
- Aligning Portfolio Assessments with Conferencing expectations
- Scheduling individual student goals meetings to align goals to College and Career Readiness measures.
- Scheduling and holding individual student conferences in each subject area to align goals
- Scheduling intra/inter-visitations
- Engaging in intra/inter-visitations, during school PD, teacher team meetings held on Wednesdays (1 hour and 15 minutes per session, four sessions a month).
- Scheduling for Advanced Placement (AP) coursework and Honors program
- Allocating funds to support teacher training.
- Scheduling Wednesday PD sessions totaling 1 hour and 15 minutes a week
- Scheduling and holding Pre and Post Observation Meetings; providing written summaries
- Scheduling and holding IPC, midterm Scholarship and end term summative meetings with pedagogues; providing written summaries
- Scheduling SLT, Teacher Leader, PA and SGO meetings to share QR findings and to discuss strategies
- Developing and utilizing custom data reports to provide teachers and administrators with data support.
- Use of NYC DOE and/or NY State Resources such as Common Core Library, EngageNY Curriculum in ELA, Department of English Language Learners and Student Support instructional resources recommended by the

DOE Handbook for Professional Learning and professional texts, OTPS for student consumables and workshop materials.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

We are also using Title 1 Part A (Basic), Title 1 Focus school Improvement Funds, Tax Levy (FSF) AIDP Grant and ELL-SWP Art Grant Allocation

Part 6 – Progress Monitoring

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

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

process monitoring used as part of an overall cycle of continuous improvement at JKO is:

1. Weekly meeting with the Teacher Leaders
2. Monthly SLT Meetings
3. Monthly Student Government Meetings
4. Daily contact via SKEDULA
5. Daily support via Pupil Personnel staff
6. Weekly Observations
7. Pre-observation Conferences
8. IPCs
9. Summative Conferences
10. Classroom Observations
11. Weekly AIS Attendance Meeting

We reassess procedures at the end of each marking period and term whereby practices and PD may be changed, based on this analysis.

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

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

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

Although we have enacted a majority of the actions, the student government members and I have spoken continuously, but the meetings have been infrequent. We have adjusted schedules to ensure that this term our meetings are more consistent.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

We determined that in order to build upon our successes, we would have to re-energize the school community. We achieved this through the following measures:

1. Coordinating with the SGO to enhance the P3 Mentoring program.
2. Creating the Student College and Career Center
3. Continuing with the Teacher Leadership Committee
4. Initiating the Business Council
5. Using newsletters, emails, phone messaging system and general letters to communicate expectations and provide programmatic updates.
6. Developing calendars of events for administrators, teachers, parents and students delineating the testing periods, special events and mandates.
7. Providing PD for teacher leaders to use data (such as the REDS report) with peers as part of our distributive leadership model.
8. Progress letters and reports, as well as report cards, are shared with parents-guardians.
9. SKEDULA has been purchased and used to help students and parents track student growth and to communicate with our staff.
10. Inwood house services are provided through our site working agreement.
11. Counseling services are provided internally through one AIDP-funded counselor and three FSF-funded counselors who provided daily communication with families.
12. Scholarship data is analyzed as well as SKEDULA data streams, Regents and credit acquisition data for each grade, department and by individual teacher.

13. Hiring of a Parent Coordinator to support student and parent needs.
14. Development of clubs and sports-related activities
15. Continue to incorporate the use of various communication methods in reaching out to the parents concerning the academic progress of their children as well as their children's attendance data.
16. Use Pupilpath to keep the parents and students informed of their academic progress, both ongoing progress and overall progress. Parents are capable of logging in to see their child's grades and assignments. They are also capable of emailing their child's teachers and counselor if they need more information.
17. Utilize School Messenger to create and distribute phone calls to every home concerning special events, academic issues as well as attendance issues. Parents are informed, on a daily basis, if their child is absent for the day.

A primary area of need would be to provide more consistent home visits for students who are considered LTA's. We currently have two staff members who are able to do home visits but one of them is shared by us with five other schools.

The school needs to more fully develop clubs and sports activities for our students. We have a PSAL boys' basketball team and now a table tennis team, but a girls' basketball team would be ideal. Also, funding the clubs at this school have been problematic with reduced budget capacity.

Part 2 – Annual Goal

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

To cogently address constituent concerns by increasing parent survey response rates in 2014-2015 from 8% to 15% on the School Survey by developing new support structures, increase communication and further develop the instructional program for all learners.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust 			
The framework for instructional conversations will continue to be comprised of the SKEDULA system which we adopted to provide parents, students and faculty universal service and access to student data. In this instance, this system as well as the phonemaster phone system, email and letters will be used to provide consistent reminders of the expectation.	Parents and Students	September 2014-July 2015	Principal and Assistant Principals
Review, analyze and assess the survey results to align the more clearly evaluate school protocols and processes. This, in turn, will inform the instructional process as we use the data to analyze school wide systems for effectiveness and efficiency.	Parents and Students	September 2014-July 2015	Principal and Assistant Principals

Strategies designed to increase parent involvement implemented include inviting parents to events such as College Night, Career Day, Holiday events, Dance Recitals and NHS events. The school supports the Parents' Association (PA) efforts such as having parents and teachers collaborate on PD while taking in a show at Roundabout Theater. We use SKEDULA to keep parents informed of student progress and parents have access to teacher and student email addresses. We also ensure that parents are informed of various social events such as the annual Blood Drive, Teensgiving and Teen Ambassador Program	Parents and Students	September 2014-July 2015	Principal and Assistant Principals
The parents and school staff have collaborated on the development of specific communal events such as the joint presentation (Roundabout Theatre, Art Department and PA) of "Who's going to Love Me Now". Awards events have been moved to the mid-year point and parents have been invited to participate in the process. The PA and SLT have agreed to provide a menu of parent workshops designed to support all student and parent needs.	Parents and Students	September 2014-July 2015	Principal and Assistant Principals

Part 4 – Resources Needed

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

- The SKEDULA system allocation and assessment student progress
- Scheduling and implementing Parent Workshops
- Scheduling SLT, Teacher Leader, PA and SGO meetings to share QR findings and to discuss strategies
- Developing and utilizing data reports to provide parents with data support.
- Developing, writing and mailing Newsletters and General Letters.
- Using the PhoneMaster system to send consistent messages to homes
- Using Family workers to visit homes
- Engaging counselors to communicate with all constituents about student needs based on trend analyses and conferences.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

We are also using Title 1 Part A (Basic), Title 1 Focus school Improvement Funds, Tax Levy (FSF) AIDP Grant and ELL-SWP Art Grant Allocation.

Part 6 – Progress Monitoring

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

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

We will monitor the progress as follow:

Weekly:

- Hold cabinet and AIS meetings
- Review and updates to SKEDULA general notices
- Use of PhoneMaster system to call homes
- Use the DOE tracking system by APO and AP PPS to track parent participation

Monthly:

- SLT meeting
- PA Meeting
- SGO Meeting

Part 6b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?

X

Yes

No

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Review of middle school data assessments provided in ATS, SESSIS, etc.	2 READ 180 classes(double period) for the lower skill level students, 4 writing courses for the freshman cohort	Small Group	During the Day
Mathematics	Review of middle school data assessments provided in ATS, SESSIS, etc.	6 additional periods of math 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	Review of middle school data assessments provided in ATS, SESSIS, etc.	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	Review of middle school data assessments provided in ATS, SESSIS, etc.	A Regents prep courses for Global and a US History	Small Group, Tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on guidance counselor, school psychologist and social worker recommendations as well as individual student request.	Teen Choice Program, individual and group counseling services, classroom discussions on depression, self-esteem, healthy relationships	Small Group, Tutoring	During the school day

02M529 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	681	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	10	# SETSS	8	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	1	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	18
School Composition (2013-14)					
% Title I Population	75.0%	% Attendance Rate		77.7%	
% Free Lunch	76.5%	% Reduced Lunch		3.7%	
% Limited English Proficient	9.6%	% Students with Disabilities		18.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American		22.8%	
% Hispanic or Latino	69.8%	% Asian or Native Hawaiian/Pacific Islander		4.1%	
% White	2.7%	% Multi-Racial		0.1%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.32	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	65.1%	Mathematics Performance at levels 3 & 4		62.8%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	80.9%	% of 2nd year students who earned 10+ credits		67.9%	
% of 3rd year students who earned 10+ credits	74.1%	4 Year Graduation Rate		60.7%	
6 Year Graduation Rate	76.8%				
Overall NYSED Accountability Status (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
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	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		N/A	
Economically Disadvantaged	NO				

02M529 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	681	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
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Types and Number of Special Education Classes (2014-15)					
# Special Classes	10	# SETSS	8	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	1	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	18
School Composition (2013-14)					
% Title I Population	75.0%	% Attendance Rate		77.7%	
% Free Lunch	76.5%	% Reduced Lunch		3.7%	
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Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American		22.8%	
% Hispanic or Latino	69.8%	% Asian or Native Hawaiian/Pacific Islander		4.1%	
% White	2.7%	% Multi-Racial		0.1%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.32	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	65.1%	Mathematics Performance at levels 3 & 4		62.8%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	80.9%	% of 2nd year students who earned 10+ credits		67.9%	
% of 3rd year students who earned 10+ credits	74.1%	4 Year Graduation Rate		60.7%	
6 Year Graduation Rate	76.8%				
Overall NYSED Accountability Status (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
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	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		N/A	
Economically Disadvantaged	NO				

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Presently, 87% of the pedagogical population was Highly Qualified (HQ) with the remaining 13% 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.</p> <p>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.</p> <p>Transitioning form 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.</p> <p>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.</p> <p>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</p>

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.

2b. High Quality and Ongoing Professional Development

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

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

Area Of Focus	Danielson Alignment
<p>Scaffolding and the Zone of Proximal Development: From Theory to Practice.</p> <ul style="list-style-type: none"> Teachers will use Zone of Proximal Development structure and the Vygotsky study to understand the way scaffolding works in the class. In addition, teachers will be presented with strategies to scaffold in the classroom. <p>Shifts in Literacy: Revising Curriculum based on shifts.</p> <ul style="list-style-type: none"> Teachers will be examining the Pedagogical Shifts in Literacy and applying it to their curriculum maps. <p>Depth Of Knowledge: Building on Costas Level of Questioning.</p> <ul style="list-style-type: none"> Teachers will be examining DOK levels to create comprehensive opportunities in the lesson to incorporate activities that represent a range of cognitive skills. 	<p>Competency 3C: Engaging Students In Learning Competency 2D: Managing Student Behavior Competency 1E: Designing Coherent Instruction School Goal Alignment:</p>
<p>Students With IEP's: How to utilize SESSIS as a tool for differentiated instruction.</p> <p>Staff will be working with IEP specialists using the students with IEP in their inclusive classrooms. IEP teachers will guide the staff through the SESSIS program in order to access class goals and familiarize the general education staff with the IEP.</p>	<p>Competency 3C: Engaging Students In Learning Competency 2D: Managing Student Behavior Competency 1E: Designing Coherent Instruction</p>
<p>Supporting College and Career Readiness In Every Classroom: Presentation by College and Career Readiness Team</p> <p>Staff will use the Advisory Curriculum as a guide to implementing College and Career awareness in all content areas. College and Career team will turn-key the summer Professional Development and begin to analyze opportunities for alignment for the school community.</p>	<p>Competency 4E: Growing and Developing Professionally. Competency 1A: Demonstrating Knowledge of Content and Pedagogy.</p>
<p>Chancellor's Day PD</p> <ul style="list-style-type: none"> Scaffolding Strategies Analysis of lesson plans for evidence of scaffolding. Sharing of best practices regarding Multiple Points of Entry Strategies for supporting the ELL Students in the classroom. (Presented by CFN) Engagement In The Classroom From Theory To Practice. (Presented by Roundabout Theater) 	<p>Competency 1E: Designing Coherent Instruction Competency 3D: Using Assessment In Instruction</p>
<p>Universal Design for Learning (UDL): Utilizing principles that provides teachers with a structure to develop instruction to meet the diverse needs of all learners.</p> <ul style="list-style-type: none"> Teachers will analyze: <i>how instruction is presented, how students express their ideas, and how teachers can engage students in their learning</i>, instruction can be customized and adjusted to meet individual student needs. 	<p>Competency 1A: Demonstrating Knowledge of Content and Pedagogy Competency 1E: Designing Coherent Instruction</p>
<p>Giving Effective Student Feedback:</p> <ul style="list-style-type: none"> How can giving effective feedback to students strengthen knowledge of students? What current strengths can our team build upon in the 2014-15 school year to ensure that students receive effective feedback? What current areas for growth can our team address? 	<p>Competency 3D: Using Assessment In Instruction Competency 4E: Growing and Developing Professionally</p>
<ul style="list-style-type: none"> Using the Danielson's Framework To Norm On Classroom Practices: Teachers watch a video of 12th grade social studies classroom practice, record low-inference observations, and use Danielson's <i>Framework for Teaching</i> to rate the teacher's effectiveness in competency 3c based on evidence from their observations Teachers engage in a norming activity in order to develop shared understanding and 	<p>Competency 3D: Using Assessment In Instruction Competency 4E: Growing and Developing Professionally</p>

expectations for evidence of effective teacher practice in this competency.	
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Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

NOT APPLICABLE

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are involved in the decision-making policies at JKO as follows:

1. Teacher leaders meet with administrators on a weekly basis
2. Teacher leaders are provided with PD concerning data, QR outcomes and Advance Data systems which is then used in each department and across grade levels by the teacher leaders.
3. Teachers develop midterms, finals, and formative and summative class assessments within departments.
4. Teachers have chosen to use the ADVANCE pre and post CCLS Assessments
5. Teachers coordinate with administrators during pre-observation meetings.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes
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	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$374, 219	X	Pages 16, 21, 25, 32, 35
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$136, 258	X	Pages 16, 32, 35,
Title II, Part A	Federal			
Title III, Part A	Federal	\$11, 200	X	Pages 21, 25, 32, 35
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,562,194	X	Pages 16, 21, 25, 32, 35

¹Explanation/Background:

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Jacqueline Kennedy Onassis High 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Jacqueline Kennedy Onassis High 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 the school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

Part A: School Information	
Name of School: Jacqueline Kennedy Onassis HS	DBN: 02M529
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
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

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

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:

Rationale: Students are in need of extra services to improve language skills and increase literacy skills. Students will be tutored by the ELL teacher in content areas and to prepare for New York State Regents examinations.

Subgroups and Grade Levels to be served: Forty-five (45) ELL students will be served, within that group Special Education ELL students will be served as well as SIFE and bottom third students.

Schedule and Duration: Beginning on November 6, 2014 from 3:20pm-4:20pm, every Tuesday and Thursday for twenty-six (26) weeks ending June 11, 2015.

Language of Instruction: Instruction will be taught in English.

Number and Types of Certified Teachers: One ESL Certified teacher, Ms. Garcia, will provide instruction. There will also be a Guidance Counselor, Ms. Vega, available to provide academic counseling and support to the students.

Types of Materials: The certified ESL teacher will use a myriad of materials including but not limited to: Rosetta Stone; Oxford Picture Dictionaries; New Translation Dictionaries; and Regents Preparation workbooks.

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:

Rationale: To ensure that Ms. Garcia receives the proper support and services to ensure she is servicing the ELL population, she will be sent on a number of professional development workshops provided by the Department of English Language Learners (DELLs). In addition, content area teachers will also be provided with professional development workshops by Assistant Principal Valit, Ms. Garcia (ESL Teacher), and Ms. Vega (Counselor and ELL Coordinator) on ELL instruction and strategies to use within their content areas when servicing the ELL population.

Teachers to receive training: ELL teacher, Ms. Garcia; various content area teachers.

Schedule and Duration: The schedule and duration is based on the professional development workshops

Part C: Professional Development

offered by the Department of English Language Learners (DELLs). Content teachers will receive professional development throughout the school year at least once a month.
 Topics to be covered: Topics are based on the workshops that will be announced, provided by the Department of English language Learners. Topics covered for content area teachers are addressing the achievement gap among ELLs; Instructional strategies to utilize in the classroom for ELLs; and strategies to support and motivate ELL achievement and progress
 Name of Providers: Department of English Language Learners; Assistant Principal Valit, Ms. Garcia (ELL Teacher), and Ms. Vega (Counselor and ELL Coordinator).

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:

Rationale: In order to ensure that parents of ELLs are provided with strategies, tools, and resources to support their children's academic success and growth, monthly workshops will be provided to them.
 Schedule and Duration: There will be a total of six (6) specific ELL parent workshops that will be provided throughout the academic year. The specific dates are November 13, 2014; December 11, 2014; January 8, 2015; February 12, 2015; April 16, 2015; and May 21, 2015.
 Topics to be Covered: November 13, 2014- ELL Student Success Strategies; December 11, 2014-How to read a Transcript and Programming Concerns for the second semester; January 8, 2015- How to Prepare your child for the NYS Regents Exams; February 12, 2015- Meet and Greet with your child's new teacher for the second semester; April 16, 2015- Preparing your child for the NYSESLAT; May 21, 2015- NYSESLAT Results/End of the year.
 Name of Provider: The parental workshops will be provided by Ms. Garcia, ESL Teacher, and Ms. Vega, ELL Counselor and Coordinator.
 How parents will be notified of these activities: Letters will be mailed home to parents as well as phone calls and emails.

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 	_____	_____

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.
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	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M529 School Name: Jacqueline Kennedy Onassis H.S.

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.

Before the start of the academic year, the pupil personnel department retrieves the ATS UPPG data report indicating the preferred language parents would like to be contacted in. This report is utilized to send out specific documents and phone messages. At JKO, there are many events for our parents held. Some of these events include Freshmen Orientation, Parent/Teacher Conferences, College Night, Financial Aid Night, Scholarship workshops. During these various events, parents are asked to complete surveys, provided in their native language, updating their biographical information and informing the school of which language they would prefer to be contacted in. Staff members and 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.

Not only do we provide workshops and meetings with translational services, but any phone message and letter sent home to parents are written both in English and the home language of the student. This ensures that parents will receive specific information in a timely manner.

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.

Through the use of the ATS UPPG data report, we found that the language most preferred by parents, besides English, is Spanish. As a result, during parent workshops, meetings, mailings, or phone messages communication is through both preferred languages. Such data is reported to the school community through newsletters, the school's website and meetings.

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.

Any document sent to the parents via mail or email is sent in the preferred language of the parent. During workshops, meetings or orientations parents are provided with written documents in their preferred language. Bilingual staff members from JKO are available to assist the parents regarding any questions they may have pertaining to the documents as well as translating the information given by the parents on the documents to the school and/or specific staff member.

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.

Any meetings, workshops or orientations had with parents are provided both in English and Spanish, since they are the languages most preferred by the parents. Bilingual staff members from JKO are available to assist and translate information to the parents regarding any information given by the school and/or staff. The bilingual staff member also translates the information given by the parents in the meetings to the school and/or specific staff member.

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>.

During the freshmen orientation or enrollment of any new student, parents are asked to fill out a survey where they are asked to divulge their preferred language. This information is not only asked on the provided documents but during enrollment interviews by the Assistant Principal of Pupil Personnel Services (APPS) throughout the school year. This information is then transferred into the ATS UPPG function to be stored and utilized for future communication outreach.

Any interpretation communication with parents at various points of the school year is provided by bilingual staff members. There have been instances where parents have brought a friend or family member to interpret. In those specific cases, a bilingual staff member still will aide in the interpretation for both the parent and staff member.



Department of English Language Learners and Student Support

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 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: Jacqueline Kennedy Onassis HS	DBN: 02M529
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
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

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

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:

Rationale: Students are in need of extra services to improve language skills and increase literacy skills. Students will be tutored by the ELL teacher in content areas and to prepare for New York State Regents examinations.

Subgroups and Grade Levels to be served: Forty-five (45) ELL students will be served, within that group Special Education ELL students will be served as well as SIFE and bottom third students.

Schedule and Duration: Beginning on November 6, 2014 from 3:20pm-4:20pm, every Tuesday and Thursday for twenty-six (26) weeks ending June 11, 2015.

Language of Instruction: Instruction will be taught in English.

Number and Types of Certified Teachers: One ESL Certified teacher, Ms. Garcia, will provide instruction. There will also be a Guidance Counselor, Ms. Vega, available to provide academic counseling and support to the students.

Types of Materials: The certified ESL teacher will use a myriad of materials including but not limited to: Rosetta Stone; Oxford Picture Dictionaries; New Translation Dictionaries; and Regents Preparation workbooks.

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:

Rationale: To ensure that Ms. Garcia receives the proper support and services to ensure she is servicing the ELL population, she will be sent on a number of professional development workshops provided by the Department of English Language Learners (DELLs). In addition, content area teachers will also be provided with professional development workshops by Assistant Principal Valit, Ms. Garcia (ESL Teacher), and Ms. Vega (Counselor and ELL Coordinator) on ELL instruction and strategies to use within their content areas when servicing the ELL population.

Teachers to receive training: ELL teacher, Ms. Garcia; various content area teachers.

Schedule and Duration: The schedule and duration is based on the professional development workshops

Part C: Professional Development

offered by the Department of English Language Learners (DELLs). Content teachers will receive professional development throughout the school year at least once a month.
 Topics to be covered: Topics are based on the workshops that will be announced, provided by the Department of English language Learners. Topics covered for content area teachers are addressing the achievement gap among ELLs; Instructional strategies to utilize in the classroom for ELLs; and strategies to support and motivate ELL achievement and progress
 Name of Providers: Department of English Language Learners; Assistant Principal Valit, Ms. Garcia (ELL Teacher), and Ms. Vega (Counselor and ELL Coordinator).

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:

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