



2015-16
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

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Section 1: School Information Page

School Information

School Name: Jacqueline Kennedy Onassis High School School Number (DBN): 529

Grades Served: 9-12

School Address: 120 West 46th Street

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: Yvonne Viruet

SLT Chairperson: Edward DeMeo

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Yvonne Viruet

Student Representative(s): Oscar Reyes
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: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu

Director's Office Address: 333 7th Avenue

Director's Email Address: ychu@schools.nyc.gov

Phone Number: 917-705-5856 Fax: 917-339-1765

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
NA	DC 37 Representative (staff), if applicable	
Celeste Rodriguez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Oscar Reyes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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	
Irene Wilson	Member/	
Santa Duran	Member/	
Pantelis Katsiaris	Member/	
Matthew Fazio	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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 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 powerful 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 supports that make JKO a unique learning community include: Kaplan, Viacom, College Now, award winning Arts and Virtual Enterprise Business programs, as well as an established dance program. We offer two periods of Mathematics and two periods of English, one literature class and one Journalism class, to our freshmen.

Based on our present data, the average English literacy level is 2.45/4.0; mathematics is 2.47/4.0. The analysis indicates the following for 2015-2016: Seniors -2.64 (M)/2.81 (E); Juniors-2.29 (M)/2.23 (E); Sophomores- 2.32(M)/2.09 (E), and Incoming Freshmen-2.21 (M)/2.29 (E),

Approximately 199 students are entering JKO in 2015-2016 on the freshman level with another 100 students presently on our rosters scheduled to graduate. In total, we anticipate the school population to total 763 students. Of this total, 68 (8.9%) will comprise our ELL program and approximately 140 (18.3%) will total our Special Education program. We offer Self-Contained, SETTS and ICT programs.

An analysis of our SMART Retention data denotes that we retained 92% of our teachers in 2013-2014. We believe we have improved in developing a supportive environment for all our constituents and based on the fact that we were able to successfully implement the Teacher Leader Team and Inter Visitations; the level of collaboration has improved as well.

Our community partnerships include a wide range of organizations including Virtual Enterprises International (VEI), Roundabout Theatre, NYC Mentoring Program, Learning Leaders, College Now, Intrepid LIFTT Program Junior Achievement (JA) and Viacom.

The key foci for our school in 2015-2016 is to build upon this year's work to address our Problem Of Practice (POP) which has been defined as our need to provide students with increased opportunities to practice thinking or engage in problem solving through different types of modalities. Specifically, we will more directly address the misalignment between the tasks assigned to students and the performance expected. A deeper analysis has indicated that pacing for student understanding, questioning designed to foster student discussions and assessments were not directly . We

believe these issues have resulted in ratings of developing in Domains 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) and 1.2 (Developing teacher pedagogy from a coherent set of beliefs about how students learning best that is informed by the instructional shifts and Danielson Framework for Teaching.) Additionally, we believe that a disconnection has emerged between the central focus of the school (Business) and the core instructional program. As a result we will infuse a unit of study in each subject area related to business for the new school year and work to attain CTE status for our business programs.

02M529 School Information Sheet

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 – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>The recent Quality Review (QR) denoted that Domains 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) and 1.2 (Developing teacher pedagogy from a cohere set of beliefs about how students learning best that is informed by the instructional shifts and Danielson Framework for Teaching.) were rated as Developing. These domains were rated thusly, because the level of student engagement, rigor and coherence undulated when comparing the work effected in classrooms observed for the QR. A greater degree of consistency as well as horizontal and vertical alignment were 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 and re-aligning monitoring and evaluative systems.</p> <p>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:</p> <ul style="list-style-type: none"> Administrators and Teacher Leaders have read Elmore’s <i>Instructional Rounds</i> as a basis for our analysis of pedagogical habits. 		

- Administrators have purchased additional professional reading materials for the community, including Martin Gardner's *"My Best Mathematical and Logic Puzzles,"* *"Turnaround Tools for the Teenage Brain,"* by Jensen and Snider, *"Science Formative Assessment-Volume 2,"* by Keeley, Daniel Pink's *"Drive,"* *"Higher –Order Thinking Skills,"* by Conklin and *"Advancing Differentiation,"* by Cash.
- 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.
- The Problem Of Practice (POP) has been identified as the misalignment between the tasks assigned to students and the performance expected. A deeper analysis has indicated that pacing for student understanding, questioning designed to foster student discussions and assessments were not directly aligned.

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

- Continue to reschedule the school to provide teachers with concentrated common planning time and PD support.
- Enhance the teacher leadership team which meets with administration twice a month to discuss pedagogical matters and to help implement systemic changes.
- Enhance protocols for meetings, in teacher teams, across subject areas and grades during weekly PD sessions.
- Train students to manage theater spaces and to produce shows by the Roundabout Theater Company since 2007
- Infuse business studies across the curriculum.
- Develop Senior Exit project.
- Continue to purchase technology for the classrooms (SMARTBOARD and computers to reach our goal of completing the infusion of this technology in each of our classrooms by January 2016).
- Use the 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
- Schedule teacher data conferences to assess individual class and teacher progress.
- Schedule initial, midyear and end year MOTP conferences.

- Share the MOTP Tracker data with each teacher as part of the observation process.
- Analyze MOTP Dashboard data to norm observation practices and to buttress or provide evidence of how PD should adjust, or realign teacher focus.
- Analyze MOTP data to align administrators view of the classroom setting.
- Cull 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.

Assess student credit acquisition and Regents data to inform programmatic decisions

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the social studies teacher team will collaboratively develop rigorous CCLS-aligned writing performance tasks designed to improve literacy and rigorous instruction as measured by the development and implementation of three CCLS-Regents aligned essays.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>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. We will continue to work with these supports in 2015-2016, but will augment the work with Paul Tough’s How Children Succeed, Co-Teaching in the Differentiated Classroom and Advancing Differentiation-thinking and</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal and APS</p>

Learning for the 21 st Century).			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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.
- Implementation of the Danielson Framework and ADVANCE for teacher evaluations student progress
- Scheduling Title 1 funds to purchase SKEDULA system to monitor student progress
- Applying the FSF Allocation to support Read 180 Program
- Utilize The Roads To Success Curriculum which focuses on College and Career Readiness for all grade levels substituted for AVID.
- Scheduling increased inter-visitations
- Using teacher team meetings held on Wednesdays (1 hour and 15 minutes per session, four sessions a month) to support parent outreach, PD needs and inquiry.
- Allocating FSF, Title and Title III 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.
- Continue to analyze MOTP data and sharing the MOTP Tracker four (4) times throughout the year for self-assessment.
- Providing an increased number of department and individual teacher planning meetings.
- Tutoring will be scheduled for students.
- Providing team meeting time between the Social Studies and English departments to align skill and content from a pedagogical perspective.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 2 Midterms-March
- Mock Regents exams for each subject ending in a Regents exam
- Term 1 Final Exams- January; Term 2 Finals-June
- Random collection of lesson plans for alignment analysis
- Random collection of student written work to assess progress and performance alignment
- 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
- MOTP Analysis
- Classroom Observations, pre and post meetings
- Individualized planning meetings with teachers who have rated below 3.0 out of 4.0.
- Weekly counselor meetings with individual students for scholarship and AIS
- Weekly Counseling and Attendance team meetings
- Internet system used to maintain communication with teachers, counselors, parents & administrators.

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	€
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	€
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	€
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>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 notable strengths in structures and collaborations at JKO are:</p> <ul style="list-style-type: none"> <u>Communication:</u> <ol style="list-style-type: none"> Newsletters are written and emailed in English and Spanish to the parents and guardians SKEDULA is used by the faculty to provide parents and students with real-time updates on student progress Automated phone system New Website to launch in September 2015 Teacher and Counselor Handbooks are updated annually 		

• **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 an 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.

• **Attendance Support :** Attendance team meets weekly to focus on chronically late and absent students. Daily analysis of attendance data results in updates to the system to attain greater alignment of data.

• **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 who manages College Night, Financial Aid Night, College trips and other parent and student related areas of support.

• **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.

• **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.

• **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

• **Teensgiving:** The community service event is traditionally held at the 92nd Street Y on the weekends; students volunteer their time.

• **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.

Based on a 2-year analysis of the OORS reports, Principal suspensions have increased this year to 115 and superintendent suspensions have increased by 3 suspensions; however overall for the last three years, suspensions have decreased from 200 to its present rate. The data culled from the NYC School Survey illustrates that 84% of respondents approve of our school culture, 89% of the teachers were either very satisfied or satisfied agreed that the school community meets their safety expectations. Some 93% of the parents noted that they were either very satisfied or satisfied agreed that the school community meets their safety expectations. Some 90% of the students stated that that they were either very satisfied or satisfied agreed that the school community meets their safety expectations, and 89% shared that when assessing safety related to the immediate area they were either very satisfied or satisfied agreed that the school community meets their safety expectations.

Approximately 94% of the parents shared that the school is responsive to parent feedback, 87% believe high expectations are set and 94% are made to feel welcomed in the community. Also, 93% of students believe their teachers view each student can do well at school and 88% feel welcomed in the school setting.

We need to attain a greater degree of consistency which will be monitored by the Principal and AP PPS. For instance, only 79% of respondents stated that we were able to help parents understand what the CCLS meant for their children.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 4% increase to an aggregate of 85% in whole school attendance rate as measured by the school's Annual Attendance Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<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</p>	<p>Teachers & Students</p>	<p>September 2015-June 2016</p>	<p>Principal & Assistant Principals</p>

<p>Career Readiness In Every Classroom: <i>Presentation by College and Career Readiness Team</i> ; aligned to Competency 4E: Growing and Developing Professionally. Competency 1A: Demonstrating Knowledge of Content and Pedagogy.</p>			
<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</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Principal & Assistant Principals</p>

Mentors (\$10,000);STH (\$1,500 for supplies)			
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 2015-June 2016	Principal , Teacher Leaders & Assistant Principals
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	Parents & Students	September 2015-June 2016	Principal

program (P3) and the Student Government Organization (SGO) collaborates with The administration.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 COSA
- 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
- 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.
- Empowering the Parent Coordinator to take a more active role in the AIS process.
- Allocating funds to purchase SKEDULA, Phone Messenger and new website,
- Continue to fund the community Service position (.2)
- Provide support for the deans and counselors by employing additional support personnel

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
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	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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:					
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.				E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.				E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.				E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).				E
Part 1b. Needs/Areas for Improvement:					
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 					
We use a variety of data assessment streams to assess pedagogical growth-development. Our analysis which included the most recent Quality Review, School Survey Data, School Quality Guide, the School Quality Snapshot, Advance Data and as part of our leadership conversations held twice a month with the leadership committee.					
A. Overall Domain Data Analysis : As the data indicates, pedagogically, we need to continue to focus on Domains 3 b, c and d.					
2014-2015 DOMAINS (out of 4.0 scale)	2013-2014 DOMAIN DATA	2014-2015 DOMAIN DATA	JKO Growth Differential	Comparison to District Average JKO/District	
1A. Demonstrating Knowledge of Content and Pedagogy (OBS)	3.13	3.28	+ .15	3.28	3.15
1A. Demonstrating Knowledge of Content and Pedagogy(P&P)	NA	3.21	NA	3.21	3.15
1E. Designing Coherent Instruction (OBS)	2.97	3.01	+ .04	2.93	2.93
1E Designing Coherent Instruction (P&P)	NA	2.94		3.01	2.93
2A. Creating an Environment of Respect and Rapport	3.14	3.45	+ .31	3.45	3.30
2D. Managing Student Behavior	3.15	3.50	+ .35	3.50	3.25

3B. Using Questioning and Discussion Techniques	2.41	2.64	+.23	2.64	2.74
3C. Engaging Students in Learning	2.65	2.63	-.02	2.63	2.89
3D. Using Assessment in Instruction	2.65	2.77	+.12	2.77	2.82
4E. Growing and Developing Professionally (OBS)	3.16	3.16	Even	3.16	3.37
4E. Growing and Developing Professionally (P&P)	NA	3.26	NA	3.26	3.37

B. Advance Observation Analysis (YTD):

Domain	Ineffective	Developing	Effective	Highly Effective
3B: Questioning and Discussion	1%	42%	49%	9%
3C: Engaging Students in Learning	1%	38%	55%	6%
3D: Using Assessments in Instruction.	1%	60%	60%	11%

Our data analysis clearly indicates that our work in Professional Development (PD) continues with Domains 3B, 3C and 3D. Also, the Advance Observation data analysis includes ineffective and highly effective ratings this year whereas last year there was only data in developing and effective areas of assessments. Further, this year, we exceeded the number of observations by 66 which represented a 69% increase in observations as compared to last year's minimum standard.

At this juncture, an internal analysis of the final-summative 2014-2015 ADVANCE summary data for MOTP resulted in the following understanding:

MOTP

26% of the teachers were rated **Highly Effective** for the MOTP component

66.10% of the teachers were rated **Effective** for the MOTP component

7.90% of the teachers were rated **Developing** for the MOTP component

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.

Teacher support and collaboration included the following:

- 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
- PD focused on an analysis of best practices related to the use of Questioning and Discussion Techniques, student engagement (4 gear cycle), Zone of Proximal Development, scaffolding, literacy shifts, and writing learning objectives
- 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.
- Personal Pedagogical Goals (PPGs) are written for each teacher after conferencing with the Principal
- 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.
- 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.
- MOTP Trackers are generated four (4) times a year and teachers who rated below 3.0 meet twice a month with the principal to examine practices.
- Inter-visitations will increase from one (1) to three (3) sessions based on MOTP Data analysis.

For the second consecutive year Domain 1.1 and 1.2 have been defined as developing based on the Quality Review process. 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, teacher team members will collaboratively analyze the alignment of planning structures (Lesson plans and Units of study) to assess the alignment of tasks to student performance resulting in a 5% increase in Teacher measurement growth Advance Domain 3b.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>The Danielson Domain structures and the ADVANCE system have been used to provide a trend analysis of teacher development, alignment and growth.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal of Supervision & Principal</p>
<p>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.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal of Supervision & Principal</p>

<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>	<p>Parents & Students</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal of Pupil Personnel Services, Assistant Principal of Supervision & Principal</p>
<p>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</p>	<p>Parents & Students</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal of Pupil Personnel Services, Assistant Principal of Supervision & Principal</p>

<p>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 .</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Resources needed to effectively implement the action plan are:</p> <ul style="list-style-type: none"> • 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 • SKEDULA and data trend analysis to assess student progress • The SKEDULA system allocation and assessment student progress • Assessing teacher lesson plans and units of study for alignment • Read 180 Literacy Program • Expanding the use of inter-visitations for pedagogues • 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 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 individual planning meetings with principal • 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

- Weekly meeting with the Teacher Leaders
- Monthly SLT Meetings
- Monthly Student Government Meetings
- Daily contact via SKEDULA
- Daily support via Pupil Personnel staff
- Weekly AIS Attendance Meeting
- Pre, Post and Observation Meetings designed to assess teacher alignment and engagement procedures used to entice students to attend class.
- PD designed to help teachers reassess and bridge the gaps between the content mandates, skills development and engaging curriculum experiences for students.
- Counselor and administrator individual and group meetings held weekly with students who have been cutting classes and/or absent based on weekly data review.

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>An embedded school practice is to use the end-year meetings to assess the teacher's growth based on MOTP outcomes, but is also designed to initiate the SMART Goals conversation prior to the new school year. The teachers meet individually with the principal to assess the MOTP outcomes to assess areas of strength and need. Based on that data analysis, the teacher crafts a goal for the next year based on the summary outcomes. The goals are then emailed to the teaching community in August of any given year for review and updating where required. New teachers to the building meet with the principal at the start of the fall term to develop the year-long PPG; all goals are aligned to addressing the Problem Of Practice (POP), literacy and teacher MOTP areas of growth.</p> <p>An analysis of the school program, successes and challenges is effected at the end of each school year and used to inform protocols for the new school year. An assessment of incoming students, plus a dissection of the related testing data are used to frame the programmatic structure of the new school year.</p> <p>Strategic decisions for 2015-2016 will include:</p> <ul style="list-style-type: none"> Interview and hiring process for the community—there will be a focus on ELL and SE supports Movement of courses to best serves the population; for instance, writing will move from freshmen year to sophomore year. 		

- Expansion of the ICT program based on an investigation of student needs
- Purchasing more technology and a new website to share our accomplishments with the community.
- Purchase of Schedule and PLATO to support student learning needs.
- Assessment of Advanced Placement (AP) courses to ascertain which courses may need to be eliminated because of the incongruous relationship between teacher cost and student enrollment.
- Completion of CTE program to attain certification
- Retaining the Parent Coordinator (PC) position
- Purchase of new PD materials for teachers
- Purchase of CCLS-aligned curriculum supports
- Realignment of the PM school format

The ADVANCE system is used to memorialize teacher observations. We meet with teachers for pre-observations related to formal observations; pre-observations based on teacher agreement for informal observations. We also provide a post observation meeting for each teacher for all observations to ensure that we are aligned and the teacher is receiving the appropriate support.

The Assistant Principal of Supervision (APS) and Principal provide school wide and individualized PD related to areas of pedagogy determined to be in need of support. Likewise, the APS and Principal meet with teachers for individualized PD aligned to most recent observation and data trends. Anyone who rates below 3.0 in an ADVANCE area meets twice a month with the principal to review the area of concern and create a plan of action.

MOTP Trackers are produced four times a year and shared with teachers; meetings to assess the areas of growth and needed growth are scheduled with the Principal.

Inter-visitations began in 2014-2015 and will expand from one to three visits for each teacher based on administrator analysis of MOTP outcomes to align teachers of pedagogical need with peers who may need assistance. Domains are analyzed for strength and teachers are aligned based on the data. Teachers visit peers from other subject strands such as English and Science, Math and Social Studies which is designed to eliminate subject related prejudice so teachers may concentrate on the techniques.

ADVANCE data, Inwood House structures, ESL, Special Education, Read 180 and Advance Placement curriculums are used to frame planning practices and establish data streams.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a professional development plan that builds teachers' capacity to use differentiated questioning and discussion techniques for students in all classes, resulting in a 10% increase in teachers improving one performance level reflected in component 3b Questioning and Discussion Techniques in the *Advance* system .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The use of the Danielson Domains as evinced by the ADVANCE System is the research-based system which will impact change.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal of Pupil Personnel Services, Assistant Principal of Supervision & Principal</p>
<p>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.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal of Pupil Personnel Services, Assistant Principal of Supervision & Principal</p>

<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>	<p>Parents & Students</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal of Pupil Personnel Services, Assistant Principal of Supervision & Principal</p>
<p>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.</p>	<p>Parents & Students</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal of Pupil Personnel Services, Assistant Principal of Supervision & Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Resources needed to effectively implement the action plan are:</p>

- 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
- 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 interim visits to classrooms to assess how the recommendations provided from the previous observation are incorporated.
- Randomly collecting lesson plans to assess alignment of task and performance
- Randomly collecting student work to assess alignment and rigor.
- 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

1. Leadership meetings twice a month
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
12. Inter visitations
13. Individual Planning Meetings for teachers who are rated below 3.0 in Domain 3b, 3c, and/or 3C.
14. Consistent communication via email, letters and newsletters
15. Marshall Memo purchased and shared with pedagogues
16. Observing teachers inquiry teams which meet on Wednesdays of each week.

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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:</p> <ol style="list-style-type: none"> Coordinating with the SGO to enhance the P3 Mentoring program and assess other student needs. Initiate new website and create a web design club to have students and teachers manage/develop the site. Supporting and aligning practices related to the Student College and Career Center Continuing with the Teacher Leadership Committee Enhancing the footprint of the Business Council Enhancing the footprint of the Business Curriculum in each subject area Using newsletters, emails, phone messaging system and general letters to communicate expectations and provide programmatic updates. Developing calendars of events for administrators, teachers, parents and students delineating the testing periods, special events and mandates. 		

9. Providing PD for teacher leaders to use data (such as the REDS report) with peers as part of our distributive leadership model.
10. Progress letters and reports, as well as report cards, are shared with parents-guardians.
11. Continuing with the purchase and use of the SKEDULA system designed to empower student and parent involvement.
12. Continuing to support Inwood house services.
13. Counseling services are provided internally through one AIDP-funded counselor and three FSF-funded counselors who provided daily communication with families.
14. Scholarship data is analyzed as well as SKEDULA data streams, Regents and credit acquisition data for each grade, department and by individual teacher.
15. Re-Development of clubs and sports-related activities
16. 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.
17. 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.
18. 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.
19. Initiate the new website and related blub in fall 2015.

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 has been problematic with reduced budget capacity. We plan to incorporate a music clubs, website design club and table tennis.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will develop a more collaborative partnership with families to increase parent awareness of student progress by providing access to our student monitoring system as measured by a 10% increase in the percentage of parents actively using the SKEDULA Parent Engagement Participation metric system.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>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.</p>	<p>Parents and Students</p>	<p>September 2015-July 2016</p>	<p>Assistant Principal of Pupil Personnel Services, Assistant Principal of Supervision & Principal</p>

<p>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.</p>	<p>Parents and Students</p>	<p>September 2015-July 2016</p>	<p>Assistant Principal of Pupil Personnel Services, Assistant Principal of Supervision & Principal</p>
<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>	<p>Parents and Students</p>	<p>September 2015-July 2016</p>	<p>Assistant Principal of Pupil Personnel Services, Assistant Principal of Supervision & Principal</p>
<p>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.</p>	<p>Parents and Students</p>	<p>September 2015-July 2016</p>	<p>Assistant Principal of Pupil Personnel Services, Assistant Principal of Supervision & Principal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>We will monitor the progress as follow:</p> <p>Weekly:</p> <ul style="list-style-type: none"> • 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 <p>Monthly:</p> <ul style="list-style-type: none"> • SLT meeting • PA Meeting <p>SGO Meeting</p>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 school day
Mathematics	Review of middle school data assessments provided in ATS, SESSIS, etc.	8 additional periods of math for Integrated Algebra, 1 double period AP Calculus course, two second year Algebra classes for students who need 4 semesters to master the content. 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.	2 sections of Genetics Tutoring for all Science Regents courses	Small Group, Tutoring	During the school day, after school tutoring
Social Studies	Review of middle school data assessments provided in ATS, SESSIS, etc.	1 ELL ICT class taught by a Social Studies teacher and an ELL teacher A writing Wednesdays program aligned to the English Program	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	Teen Choice Program, individual and group counseling services, classroom discussions on	Small Group, Tutoring	During the school day

	well as individual student request.	depression, self-esteem, healthy relationships		
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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 section where the response can be found [for example, Section 5A-Part 4]
- 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>In 2015-2016, we have two teachers and one counselor who will be out for maternity leave. We have another two teachers transferring to larger schools and one taking a leave to complete her PhD. Additionally, we have one teacher and one Assistant Principal retiring. One teacher left during the midyear point to take a position with another school districted for greater pay and proximity to her home; we also replaced the Earth Science teacher during the mid-year point based on our mutual agreement that she was not a good fit for the high school setting.</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 Borough Support Network. 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 2013-2014 to 2014-2015, we have hired six (6) new teachers to replace those who left. Of those hired, 17% of those selected taught in other schools. The remaining 83% were new to the school system.</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. The principal meets weekly with new hires informally and observes classes as part of the MOTP and as part of the walkthrough process. 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</p>

encouraged to visit the office to place materials into the files whenever it is convenient as the files are viewed as ACTIVE for all staff members. These files, it is understood, will be used at the end of the year to assist determining individual teacher ratings.

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

2b. High Quality and Ongoing Professional Development

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

Area Of Focus

Part 3: TA Schools Only

3a. Use of Program Resources

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

NOT APPLICABLE

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).

NOT APPLICABLE

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/information, 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.
6. Teachers meet with conference with the administrators individually in pre and post observation meetings as well as other individualized PD.
7. Teachers meet each Wednesday of the school year for PD for an hour and a half to review inquiry processes and assessments.

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, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	512,143.00	X	13, 17, 21, 24, 28
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$135, 367	X	13
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		13, 21, 28
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,655,948.00	X	13, 17, 21, 24, 28

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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **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.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)

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 will 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.

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: <u>Jacqueline Kennedy Onassis HS</u>	DBN: <u>02M529</u>
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: <u>45</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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 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 	_____	_____
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. 	_____	_____

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.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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

Principal Edward DeMeo	Assistant Principal Steve Athanasakis
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Nicole Vega
Teacher/Subject Area John Hammond/History	Parent Marivic Nazares
Teacher/Subject Area type here	Parent Coordinator Antonio Orridge
Related-Service Provider Erika Guttzeit/Speech	Borough Field Support Center Staff Member type here
Superintendent Marisol Bradbury	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	655	Total number of ELLs	50	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	16
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	24

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	16	3	1	9	2	2	24	2	13	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										28	5	9	4	0
Chinese														0
Russian												1		0
Bengali														0
Urdu														0
Arabic													1	0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Portugues										1				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										5				0
Emerging (Low Intermediate)										6				0
Transitioning (High Intermediate)										5	3			0
Expanding (Advanced)										15	2	9	4	0
Commanding (Proficient)										11	9	22	13	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										1			2	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										11	9	22	13	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	8		3	
Integrated Algebra/CC Algebra	22		6	
Geometry/CC Algebra	8		0	
Algebra 2/Trigonometry Math _____	0		0	
Chemistry				
Earth Science	7		1	
Living Environment	15		3	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	15		2	
Geography				
US History and Government	7		3	
LOTE	5		5	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

For the ELLs, the results of the assessment exams, including the ELL Periodic Assessment and 2015 NYSESLAT, were closely reviewed. The result of the 2015 NYSESLAT showed that out of thirty six(36) students tested twenty four (24) students made gains. Seventeen (17) scored at the commanding level and seven (7) moved up in ELL level. These results show that the advanced and intermediate students generally perform better on the NYSESLAT exam than students at the beginner level. However, compared to the general education classes, ELLs generally perform at lower levels than their peers. However, there are individual ELLs that show exceptional performance in math and reading as compared to their peers. Most intermediate and advanced students are behind their peers academically. The gap between the ELLs and general education students is more clearly defined, although there are similar trends. These results reinforce the greater need for a greater focus on the development of students' academic language and the integration of adapted and differentiated content area materials. The insight on student progress helps the teachers and staff make informed decisions regarding tailoring their instruction to the needs of the students. This data also gives us insight on the students that need academic intervention services in particular content areas so that we may provide additional support and services. This data will help teachers scaffold content area skills and concepts for our ELL population. Administration and teachers use the data from these assessment tools to individualize the students schedule based on their needs, differentiate instruction, consider improvements in content areas, and create or discontinue programs/services provided to the ELL population.

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

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Data from the NYSITELL indicates that when newly admitted students are tested they tend to show strong Native Language skills and will score at the advanced level or are proficient. Data patterns across proficiency levels and grades reveal that ELLs are

performing at varied academic levels. The patterns indicate that every year more students are testing out of ELL status based on the NYSESLAT. However, in analyzing their academic data these same students are struggling academically especially when it comes to passing their regents examinations. As a result, we will need to provide these students with academic int

According to the 2015 NYSESLAT Exam, seventeen (17) students were rated commanding, fourteen (14) students were at the expanding level and five (5) students were at the transitioning level. Twenty-four (24) students improved, either advancing to the next level or were rated commanding. An analysis of the three year trend with the NYSESLAT exam indicates, ELL students are making gains in levels and proficiency every year. However, there are also a substantial number of ELLs that are remaining at the same level, moved back in level and not making any gains.

Among the ten (10) ninth grade students tested in the NYSESLAT, eight (8) students made gains in levels, one (1) remained at the same level and three (3) were commanding. Among sixteen (16) tenth graders tested nine (9) students made gains, three (3) were rated commanding, two (2) moved back in level and two (2) remained at the same level. Among ten (10) eleventh graders tested, six (6) students gained a level, four (4) were rated commanding, one (1) remained at the same level and three (3) had incomplete scores or were absent. Among six (6) twelfth graders tested, one (1) student made a gain in level, two (2) remained at the same level, one (1) was commanding and two (2) had incomplete scores or were absent.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The school uses the AMAO tool to determine the students who have progressed and have not made gains in the NYSESLAT Exam. This data helps us tailor instruction, provide academic intervention services, provide professional development and analyze the ELL program to determine instruction that needs to be enhanced or changed. The data reveals that many students are making gains in their annual yearly progress. However, there are individual students who have not made gains or gone back in level regarding the NYSESLAT exam. They have also struggled with their overall academics and regents grades. These particular students will be provided with academic intervention services and we will use additional resources to address their needs and help their families help them succeed.

Students who have scored commanding in the NYSESLAT will continue to be provided with ELL services for up to two years after their commanding score. These students will continue to receive support services to strengthen their academics and language acquisition.

4. For each program, answer the following:

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

A. According to the June 2015 New York City and State data, ELLs are performing as follows in the target content areas: In Mathematics, twenty-two (22) students were scheduled to take the Math Regents Exam in Algebra of which six (6) students passed and sixteen (16) students failed. In the Geometry Regents Exam, eight (8) students were scheduled to take the exam and all eight (8) failed it.

Results from the Global History Regents exam revealed that fifteen (15) ELL students were scheduled to take the exam. Two (2) students passed the exam and thirteen (13) students failed the exam. Results from the U.S. History & Government Regents exam indicate that seven (7) ELL students were scheduled to take the exam. Three (3) students passed the exam and four (4) failed the exam.

Results from the Living Environment Regents exam revealed that fifteen (15) students were scheduled to take the exam. Of the fifteen (15) students, three (3) students passed and twelve (12) students failed. Results from the Earth Science Regents Exam revealed that seven (7) students were scheduled to take the exam and one (1) student passed.

Results from the English Regents Exam revealed that eight (8) ELLs were scheduled to take the exam. Five (5) students failed the exam and three (3) passed. Results from the Spanish LOTE exam showed that five (5) ELLs were scheduled and all five (5) passed.

B. For the ELLs, the results of the assessment exams, including the ELL Periodic Assessment and NYSESLAT, were closely reviewed. These results show that the advanced and intermediate students generally performing at lower grade levels than their peers on grade level. However, select ELLs show exceptional performance in math and reading than compared to their peers. Most beginners and intermediate students are behind their peers. The gap between the ELLs and monolingual students is more clearly defined, although there are similar trends. These results reinforce the greater need for a greater focus on the development of students' academic language and the integration of adapted content area materials. These methods will scaffold content area skills and concepts for our ELL population. Administration and teachers use the data from these assessment tools to individualize the students schedule based on their academic needs, differentiate instruction, consider improvements in content areas, and create or discontinue programs/services provided to the ELL population.

C. A review of the spring's recent exams, formative and summative assessment, ELL Periodic Assessments and the NYSESLAT of 2015 confirms that JKO ELL students are testing poorly; approximately 74% of the students consistently fail the State Regents Exams and 73.9% of the students pass class instruction. According to the data, our students' greatest areas of need are History, English and Mathematics-- both State testing and class credit acquisition. However, with Mathematics students are doing better with credit acquisition as oppose to passing the Algebra, Geometry, or Trigonometry New York State Regents exams.

In supporting ELL students, Native Language is used to enhance their academic achievement. Students are supplied with translation

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]

Not Applicable

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

In programming an ELL student, the development of his or her second language is vital in creating a program that will service both their linguistic development as well as their academic needs. For newcomers, the NYSITELL is used to assess where they stand within the English language and then they are programmed accordingly. For other students already in the DOE system, data from their former school as well as the NYSESLAT modality report are utilized to determine how many ELA and support classes they will have as well as native language classes. We use the targets of measurement to determine their strengths and weaknesses in the various modalities. Within the classroom, teachers take into account the targets of measurement and native language of the student to use it to tailor instruction, adjust curriculum, provide additional resources and by distributing a reading or handout that ties into their particular lesson in the native language. Teachers will have their handouts and readings translated in the students native language so that can better grasp the instruction. Thus, the student may have a better time comprehending and relating to the instruction.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Not Applicable

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

We evaluate the success of the ESL program by using various assessment tools to determine student and program success. Tools such as the NYSESLAT modality report, reviewing adequate yearly progress, and AMAO data is used to evaluate the student's progress and the success of the ELL program. It was determined that low NYSESLAT writing and reading scores are the primary factors preventing students from reaching the commanding level. This issue is being addressed with an increased emphasis on writing and reading mechanics, as evinced by the increased numbers of writing labs, web-based support, installation of the READ 180 program and tutoring.

The primary area of concern at JKO is the low academic achievement of many of our ELL students, as measured by results on State standardized tests. A review of the spring's recent exams, formative and summative assessment, ELL Periodic Assessments AMAO and the NYSESLAT of 2015 confirms that JKO ELL students are testing poorly; approximately 74% of the students consistently fail the State Regents Exams and 73.9% of the students pass class instruction. According to the data, our students' greatest areas of need are Global, United States History, and Mathematics--both State testing and class credit acquisition. However, with Mathematics students are more proficient with credit acquisition as oppose to passing the Algebra, Geometry, or Trigonometry Regents Exams.

Based on the results of the 2015 NYSESLAT Exams, we are using this data to program students based on their various needs. We are programming based on literacy, communication/fluency of the English language, and individual graduation needs. This will aid the teachers in better servicing the students and tackling the specific academic issue that individual students need to improve class credit acquisition and state exam passing rates. As a result of the data from the NYS Regents exams, we have implemented more programs to aid the students. Programs such as mandated tutoring during first and ninth periods, academic intervention services, one on one help from teacher assistants and teachers, co-teaching in mainstream classes, and specific regents professional development for ELL teachers. The school's action plan includes aligning resources based on need and analysis of the Progress Report data. From this review, other programs such as literacy support and ELL Labs are being used in conjunction with well-established structures, namely Understanding By Design (UBD), Differentiated Learning practices, ICT for Social Studies, new English support classes like Read 180, Common Core Standards (CCLS) and Project Based Learning (PBL) protocols to provide programmatic and instructional support.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, *ELL Identification* section.

During the registration process, parents are given the Home Language Identification Survey (HLIS) to identify what language the student speaks at home. If a language other than English is identified, the Assistant Principal (Steve Athanasakis) who holds a valid teaching license and is a pedagogue, conducts a formal oral student interview in the native language and English to make a determination of the student's home language. If translation services are needed, the bilingual counselor (Nicole Vega) provides translation services in Spanish for the families during the interview with Mr. Athanasakis. Once the Assistant Principal has collected the HLIS, interviewed the student and family orally, and determined that a language other than English is spoken, the student is then administered the NYSITELL exam within ten (10) days of enrollment. Students who score below proficiency level on the NYSITELL are eligible for state-mandated services for ELLs. Students who speak Spanish and score below proficiency on the NYSITELL are also administered a Spanish NYSITELL to determine language dominance

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Upon enrollment of a SIFE student, within thirty days, various assessments are used to identify these particular students including but not limited to an oral interview with the student and parent, SIFE questionnaire, analyzing student work and running the RSFE report in ATS. As in the registration process, parents of students identified as SIFE are given the Home Language Survey (HLIS) to identify their Home Language. In addition, an interview is conducted with the ELL counselor (Nicole Vega), the parent and student using the SIFE questionnaire to determine their interrupted education. After enrollment, the ATS function RSFE is also used and the one on one teacher assessments in various classrooms are used to determine the specific academic and personal needs of any SIFE student. Throughout the first thirty day of enrollment the student's work is assessed and observed to help

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Upon enrollment of students coming from out of state or country, Mr. Athanasakis (APPS) interviews the student and their parent or guardian to assess the educational background of the student, this includes asking the question if the student has an IEP. ELL placement of the student takes place within ten days of enrollment based on their NYSITELL score if they are an incoming student from out of the state or country. Once this is determined, the school's Language Proficiency Team determines if the student has language acquisition needs and should take the NYSITELL. The LPT recommendation takes place within twenty days of the student's enrollment. This team consists of the school psychologist (Tiffany Bui-Rothman), special education teacher (Michelle Cunningham), administrator (Steve Athanasakis) ESL teacher (Nancy Garcia) and ELL School Counselor (Nicole Vega).

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After determining should a student must receive the NYSITELL, the exam is given to the student and scored the same day the student takes the exam. Within one day of the exam, the student's test is scanned and checked to determine if he or she is eligible for ELL services. Upon receiving this score, the ELL coordinator/counselor (Nicole Vega) immediately sends the entitlement/non-entitlement letter to the parent of the tested student. This whole process takes no more than two days.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the registration process of an ELL student, parents are notified by Mr. Athanasakis of their rights to appeal their child's ELL status within forty-five (45) days of the first day of enrollment. Upon receiving the written request from the parent, the school implements a review process by the Language Proficiency Team to determine if the student has been misidentified.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents of students recognized as ELLs, bilingual students, new ELL admits, and students with Limited English Proficiency (LEP) are invited to parent orientation events held at the start of the new school year. During the parent orientation meeting held in September, parents meet the ESL instructor (Nancy Garcia) and are informed regarding the three program choices offered in NYC (Transitional Bilingual Education, Dual Language, and Freestanding ESL). Parents view the online ELL parent information video. We discuss the specific Freestanding ESL program and curriculum provided by Jacqueline Kennedy Onassis High School (JKO) and the benefits of the program. Parent surveys are distributed to the parents to fill out and are collected at the meeting. Parents of students who are enrolled after September, or anytime throughout the year, will have individual meetings with the ELL counselor within ten (10) days of new enrollment. Parents are notified of the various language programs available in New York City's public schools in order to find a program that best matches their child's needs and are given the parent survey, which is collected in the same meeting. The programs we discuss during the orientation are Dual Language, Bilingual, and Freestanding ESL. Parents view the online ELL parent information video, are provided with a parent brochure in multiple languages explaining the program choices, and a parent survey and program selection form are distributed and collected upon parent completion. The parent survey and selection forms are collected by the bilingual counselor (Nicole Vega), and they are stored in each student's cumulative folders. Parents also meet the bilingual counselor, who serves as additional support for ELL students. Parents who are unable to attend this meeting are contacted by the ESL teacher and counselor within the week and are provided with the information from the orientation. Additional meetings are scheduled as needed to address parent's concerns or issues. If parents choose a program that is not available at JKO, they are

provided with information of schools that have the particular program of choice. If the program later becomes available at JKO, parents are directly informed through phone calls, letters and SKEDULA notice.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

In early September, letters of discontinuation of services, continuation of services, placement letter, Title III, and entitlement letters with the Parent Orientation meeting are sent to the homes. Eligibility data is collected through ATS reports such as the RLAT and RLER. This information is then used to send letters to the homes. Copies of the letters are maintained in the individual student cumulative files. At the ELL Parent Orientation meeting in September, program choices are discussed and presented in a variety of home languages. We utilize a multi-lingual online ELL parent information video and staff translators to bridge language barriers. Parents who are unable to attend this meeting are contacted by the ESL teacher and counselor within the week. Additional meetings are scheduled as needed. If letters are returned because of errors with the address or if a family moved, the ELL coordinator or Parent Coordinator calls the parents directly informing them of their child's entitlement to receive ELL services. If we are unable to contact the parents via phone, a copy of the letter is given to the student and they are asked to give the letter to their parents. The letter is also sent to the home via mail. The student is also asked to update their biographical information as well as told to ask their parents to call the school for an update on biographical information.

During the parent orientation, the parent survey and program selection form is distributed to the parents and completed during this time. Parents are strongly encouraged to ask questions or address any issues related to the program choices. After the forms are completed, the ELL coordinator collects the forms and files them in the student's cumulative folders. These folders are secured in the nurse's office. Parent program choice is monitored closely by the ELL counselor to determine if there are an adequate number of parents selecting choices other than the ESL program in order to begin another ELL program in the school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The return of forms are monitored by the ELL coordinator, Nicole Vega. The coordinator checks against a student list to determine which parents have not returned the forms and which have. The forms are collected first hand by the coordinator at the ELL meetings to ensure that the school obtains the forms in a timely manner. Rarely are forms sent home via email or student. Parents who do not return completed forms are contacted by the ELL coordinator/Counselor (Nicole Vega) and Parent Coordinator (Antonio Orridge) via phone, mail and SKEDULA notice. If unable to contact the parents via phone, a copy of the form is given to the student and he or she is asked to give the forms to his or her parents. The form is also sent to the home via mail. The student is also asked to update their biographical information as well as told to ask their parents to call the school for an update on biographical information.

9. Describe how your school ensures that placement parent notification letters are distributed.

New students that are identified as ELLs, are administered the NYSITELL within ten days of enrollment. After the exam is administered, the ESL teachers as well as ELL coordinator will determine the child's score. The student's program will be based on the NYSITELL score as well as their academic history. Parents are immediately notified of their child's entitlement through letters sent home via mail and phone calls in their native language. If there is not a staff member that speaks the native language, parents are mailed a letter of entitlement in the native language.

For ELLs already attending JKO, each September the data from the NYSESLAT, specifically the NYSESLAT Combined Modality Report (RNMR) is used to analyze all the modalities of the NYSESLAT in order to customize instruction for students recognized as ELLs in the areas of speaking and listening, reading and writing. This information is used to distribute letters to parents via mail notifying them of their child's entitlement or non-entitlement to ESL classes and services.

In the spring, each ELL student is administered the NYSESLAT to determine English proficiency. Parents are notified via mail that the student will be taking the exam on specific dates in the Spring and are informed that this will determine whether or not the student will continue to be eligible for ELL services for the following school year.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

ALL ELL documents, from the time of enrollment until graduation, for students are retained by the Assistant Principal, Steve Athanakis, and ELL Counselor/Coordinator, Nicole Vega and are stored in the students cumulative file. These documents include the Home language Survey (HLIS), any and all entitlement/non-entitlement letters, SIFE Survey, transcripts from previous schools, Parent Survey and Selection Forms, NYSESLAT testing letters and any other documentation pertaining to the ELL students academic and personal progress.

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

Every school year we closely review the NYSESLAT exam to determine student's individual programs and make any changes necessary to the ESL program. Data collected from ATS reports such as RLER and RLAT are reviewed to then determine any ESL changes in the student's schedule. Students are given the NYSESLAT in the Spring during the time frame given by New York State by their ELL teacher, Ms. Garcia. All ELL classes are taken to a given exam location, the library, where they are given all four components of the NYSESLAT exam. Each component of the exam is given on specific test days. If for some reason a student is not present during the test days, phone outreach is made to the parent and the student is given the exam the following day. Also, before the test date, letters are sent to the parents of ELL students and the phone master makes specific calls to the ELL students residences informing the parents of the dates of the test and the importance of taking the exam.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Based on the scores from the NYSESLAT exam, once students are determined to either be entitled to continue to receive ELL services or score proficient and are no longer entitled for this service, parents are immediately notified in a letter via mail of the continuance or change that will occur in their child's academic schedule. Letters are distributed via mail by the ELL Coordinator/Counselor, Nicole Vega. If the letter is returned via mail, the ELL Counselor/Coordinator, Nicole Vega, contacts the family directly to inform parent's of the change or continuance.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the trends for the Parent Survey and Program Selection forms the trend among parents remains the same. Ninety percent of parents have chosen the Freestanding ESL program as their first choices and are satisfied with the program and choice. Very few parents (10%) have chosen a bilingual program for their child. Any parent who chooses a program in lieu of the Freestanding ESL, their choice was discussed with them and explained further. Specific information was given to the parent of the program offered at JKO and other schools that offered ESL, Transitional Biligual and Dual Language. At the end of the conversations, parents chose to keep their child in Freestanding ESL. However, students who are in need of bilingual services or dual language, have been referred to appropriate schools and/or programs. If a large number of parents do choose another program option the school will go through the proper procedures to provide the students with the other program choice. Resources and staff will be attained in order to grow the chosen program in order to address the linguistic needs of identified students.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

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

English as a Second Language (ESL) is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Continuous articulation between our ESL teachers and classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classrooms.

The Freestanding ESL program is a stand alone model program. In addition to ESL classes, we have a Global History class that is co-team taught with a mainstream History teacher in addition to the ESL teacher. Students learn to focus on

language acquisition techniques, such as scaffolding, Shelter Instruction Observation Protocol (SIOP) Model, Total Physical Response (TPR), and language experience approach. This helps students and enables them to perform well when they are in their mainstream classrooms. Specific attention is also given to literacy, writing and vocabulary development. ESL teachers use a variety of instructional materials in their classes. All teachers teaching ELL students use materials that are used in the monolingual classes and adapt them as is necessary. ELLs who have been assessed below reading level are provided with READ 180 classes, which is a comprehensive instructional system that accelerates the learning of students who enter high school two or more years behind in literacy. This class provides 90 minutes of daily instruction, teaches phonics, comprehension, vocabulary, fluency, and writing explicitly. The class establishes classroom practices to engage rising readers in school, provide more instructional time, and help teachers differentiate instruction; responds to the needs of ELLs and special needs ELLs. All models and programs are used for all levels of ELLs and those that are long term ELLs or receiving four to six years of services.

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

b. TBE program. *If applicable.*

Not Applicable

c. DL program. *If applicable.*

Not Applicable

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Jacqueline Kennedy Onassis High School has an English Language Learner (ELL) program that is a Freestanding ESL design. The students are served in a stand alone model. The program is staffed with one full-time certified trained ESL teacher. ELL students are mainstreamed in all academic subjects in addition to specific reading, writing, and mathematics courses designed to help ELL students develop their English skills, develop knowledge and improve proficiency in other areas of study. In every content area Native Language Support books and glossaries are provided for the students. Students programs are tailored to fit specific academic need. Students are also scheduled to take Spanish as a foreign language.

A. Entering level students receive 540 minutes of ESL instruction in combination with a co-teaching history course; Emerging and Transitioning level students receive 360 minutes of ESL instruction, and Expanding level students receive 180 minutes of ESL instruction. In addition, all advanced level students are programmed to receive monolingual English classes. Students that are at the commanding level will continue to receive ELL instruction and services for an additional two years after they reach commanding level.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

English as a Second Language (ESL) is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Continuous articulation between our ESL teacher and mainstream classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classes. Students are provided with their native language course in order to support their ESL program and status. This course will support their academic language and ties in their core subject areas. Students learn to focus on language acquisition techniques, such as scaffolding, Shelter Instruction Observation Protocol (SIOP) Model, Common Core Learning Standards (CCLS), Total Physical Response (TPR), and language experience approach. This helps students and enables them to perform well when they are in their mainstream classrooms. Specific attention is also given to writing and vocabulary development. The ESL teacher uses a variety of instructional materials in their classes. All teachers teaching ELL students use materials that are used in the monolingual classes and adapt them as is necessary. ELLs who have been assessed below reading level are provided with READ 180 classes, which is a comprehensive instructional system that accelerates the learning of students who enter high school two or more years behind in literacy. This class provides 90 minutes of daily instruction, teaches phonics, comprehension, vocabulary, fluency, and writing explicitly. The class establishes classroom practices to engage rising readers in school, provide more instructional time, and help teachers differentiate instruction; responds to the needs of ELLs and special needs ELLs. All models and programs are used for all levels of ELLs and those that are long term ELLs or receiving four to six years of services.

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

In every content area Native Language Support books and glossaries are provided for the students. Students programs are tailored to fit specific academic need. Students are also scheduled to take Spanish as a foreign language. The

school's language development component is planned by pedagogical analysis of transcripts and students skills via State assessments and school's internal assessment inventories through the use of data and teacher assessments by administration, the ESL teacher and the ELL coordinator/counselor . Students with interrupted formal education (SIFE) as well as new comers and long term ELLs are in attendance. For those particular students intensive academic intervention services are provided to the student to meet their language and academic needs. For the native language speakers of Spanish, ELL teachers provide materials as well as one-to-one native language instruction

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

We use the NYSESLAT Modality to determine students strengths and weaknesses within each modality. Based on that data, students are provided with support classes and tutoring to increase their modality strengths. Evaluation of their progress is determined by various assessment tools such as writing assignments, AMAO, adequate yearly progress, tests, quizzes, class assignments and do now's, ELL Periodic Assessment, New York State Regents exams and the NYSESLAT exam. The modalities are closely reviewed by the ELL coordinator/counselor and ESL teacher to determine what areas the student's weaknesses and strengths are in to provide academic intervention services and additional support. This data is then distributed to all teachers so they are aware of the areas to concentrate on with the ELL students in their classrooms.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

SKEDULA and STARS data, class assessment data and standardized test data are used to differentiate the instructional program. Scholarship reports, individualized student data reports (custom reports) and professional conversations between pedagogues are used and assess student progress and performance. Subgroups (Bottom Third, ELL, and Special Education ELL) are analyzed and programs are established based on the thorough analysis of the stated data measures. The program has also incorporated Integrated Co-Teaching (ICT), which pairs a monolingual teacher with an ESL teacher in mainstream subject areas. English Language Learners (ELLs) in the ninth grade are also provided with Global History classes that are coupled with an additional English writing program designed to address instructional concerns revealed through pre-assessed academic needs assessment. This class is taught by a mainstream History teacher as well as the ESL teacher.

English as a Second Language (ESL) is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Continuous articulation between our ESL teacher and classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classrooms. Students learn to focus on language acquisition techniques, such as scaffolding, Shelter Instruction Observation Protocol (SIOP) Model, Common Core Learning Standards (CCLS), Total Physical Response (TPR) and language experience approach. This helps students and enables them to perform better when they are in their mainstream classrooms. Specific attention is also given to writing and vocabulary development. The ESL teacher uses a variety of instructional materials in their classes. All teachers teaching ELL students use materials that are used in the monolingual classes and adapt them as is necessary. ELLs who have been assessed below reading level are provided with READ 180 classes, which is a comprehensive instructional system that accelerates the learning of students who enter high school two or more years behind in literacy. This class provides 90 minutes of daily instruction, teaches phonics, comprehension, vocabulary, fluency, and writing explicitly. The class establishes classroom practices to engage rising readers in school, provide more instructional time, and help teachers differentiate instruction; responds to the needs of ELLs and special needs ELLs. All models and programs are used for all levels of ELLs and those that are long term ELLs or receiving four to six years of services.

There are ELL students in the population who have special needs and as such require additional time and attention. The following procedures are used in such cases:

A. For Students with Interrupted Formal Education (SIFE), the following guidelines are followed: SIFE students are included in small groups for differentiated instruction, targeted assistance, and tutoring opportunities. Parents of SIFE students are invited to take part in workshops.

B.. Programs and activities for newly enrolled Limited English Proficient (LEP) students include: the incorporation of ESL strategic instruction; assisting students in performing at grade level; and ensuring academic rigor and conceptual understanding through the use of literature and content-based instruction. However, because of student placement in mainstream classes while in the ESL program, additional support is embedded in the program. These students are provided with testing accommodations for two years and are allowed to use bilingual dictionaries. The plan for academic language development for new ELL students includes integration of ESL methodologies with curriculum materials from the content areas. Classroom content area material is adapted and used in an ESL setting. Consistent articulation with classroom teachers will ensure that the academic language targeted in ESL classes correlates and reinforces the concepts and language needed for current units of study.

C/D. ELLs receiving four to six years of services or Long Term ELLs receive a full range of Academic Intervention

Services (AIS), such as: academic counseling, alternative school placement if necessary, academic and regents tutoring, parent conferences, attendance outreach and referrals to outside agencies (counseling and academic intervention).

E. Students who reach NYSESLAT commanding status are aided in their transition, from ELL to monolingual English classes, by their ELL teacher, mainstream teachers and counselor. At JKO, we strive for this transition to be seamless; therefore, these students are provided with additional support. However, these students will continue to receive ESL classroom support for up to two years after they reach commanding level and will continue to be placed in an ESL class in their schedule. This class will take place daily in their schedule. Credit and Regents/RCT acquisition data, teacher reports and recommendations, as well as data from SKEDULA are all used to assess the student in turn tailoring their program to meet the specific needs. The students will continue to have the option for two years to use translation dictionaries/glossaries and to take the Regents Exams in their Native Language. These students, as well as all students, are encouraged to join any and all activities. ELL student who require more than four years to graduate are surveyed on a case-by-case basis. Depending on their specific academic/behavioral needs, students may be referred to outside programs and community based organizations that will better serve their specific academic and personal needs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Student's academic progress is closely monitored through the use of the AMAO, adequate yearly progress assesment, transcript analysis and teacher feedback to the ESL teacher and ELL coordinator/counselor. This data will help in not only adjusting the students program, tailoring instruction, and re-identification but it helps determine the success of the ESL program and any adjustments that need to be made to the curriculum and instruction.

Upon re-identification of an ELL or non-ELL student, JKO strives to provide program continuity to the student and their parents so that the ELL student can continue to receive the program type in which they were initially enrolled. A re-evaluation of the student's academic progress and standing will be assessed by various classroom teachers, the ESL teacher (Nancy Garcia), and the ELL counselor (Nicole Vega) to determine if additional services are needed based on that student's academic and personal needs. Upon this identification, parents are immediately notified via phone and mail by the ELL counselor/Coordinator.

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

The ELL program is provided with instructional materials and technological support such as NYSESLAT prep materials, READ 180 systems, novels, plays, novellas, smart boards, and computers. Students are also provided with translation dictionaries to aid them in all subject areas. Additionally, the program uses a wide array of instructional programs and measures to provide data in order to adjust the materials used in the classrooms. These programs and measures are used to differentiate instruction, tailor instruction and the curriculum, and to assess the success for ELL subgroups. These measures include SKEDULA, which provides teachers with historical and currect academic information regarding the students, AMAO, which helps us determine the student's progress with the various modalities and adequate yearly progress, which aides in viewing what subject areas the student may need more of a concentration on. Through these specific programs and tools, students schedules are tailored, instruction and materials are adjusted to meet their specific ELL needs and allows the teacher to place them in sub groups based on their needs and levels (i.e. literacy, writing, or speaking)

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

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

English Language Learners (ELLs) students also receive services from a host of other professionals, namely: four (4) school counselors, one (1) speech therapist, and one (1) school therapist. Students transitioning from middle-to-high school are required to attend a student/parent orientation. Students are required to take READ 180 classes and/or writing labs. All ELL

Chart

students are invited to participate in all activities and after school programs that occur. They are also provided with a tutoring program held first and ninth periods to aid in their preparation for the NYS Regents Exams.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

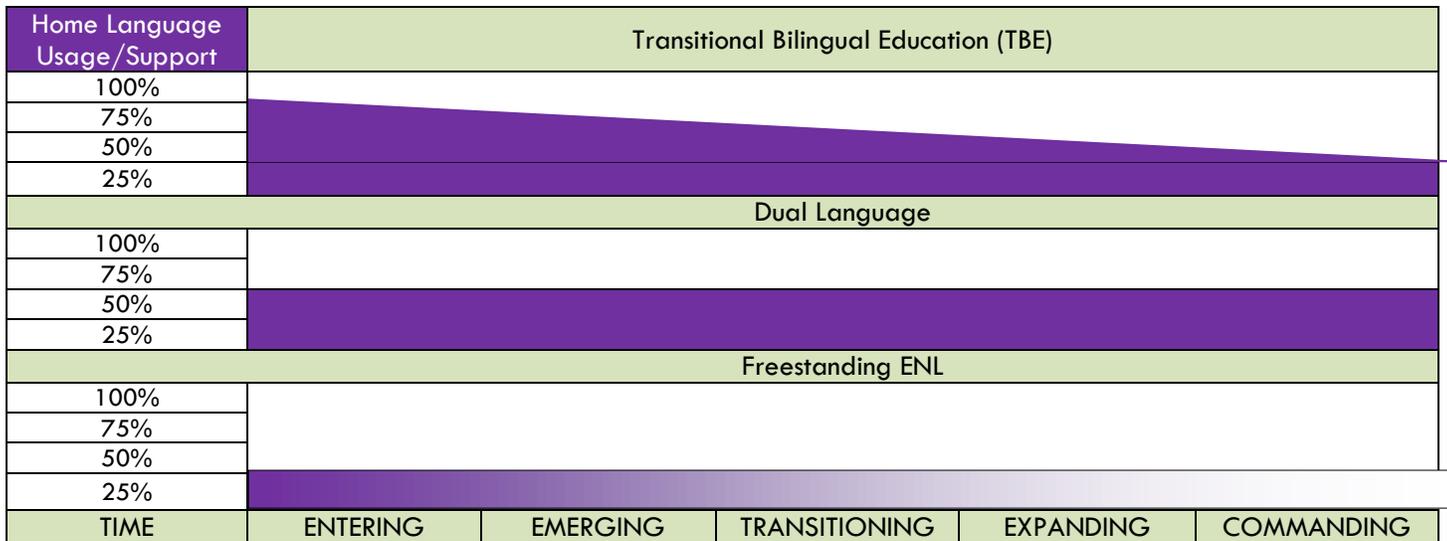


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

There are a range of intervention services offered to ELLs for specific content areas at JKO. The range of services provided are based on data collect through SKEDULA, Individual Education Plans, teacher progress reports, scholarship data, literacy level, Bottom Third, Special Education ELLs, as well as credit and Regents acquisition. Students receiving long term ELLs services, SIFE students, and special education ELLs are specifically targeted for intervention programs. For the ninth graders, Regents and credit data from middle school is surveyed. In math, students are provided with math labs designed to enhance the instructional program while providing study strategies for Regents and credit acquisition. In the ELA content area, various assessment tools are used by the teachers to unearth student knowledge, skill and to better understand the specific needs of the student. Based on these assessments tools, students are provided with additional writing classes, academic tutoring embedded in their schedules, and extra teacher support. In all content areas all ELLs are provided with academic and Regents tutoring either after school or in their schedules, peer tutoring, and one on one teacher student tutoring. All of our services are offered in English, as we do not have students who are only dominant in their native language.

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

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

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

Based on the new state requirements to provide services to our ELL population, several priorities for improving ELL student performance have been identified. The primary goal is the implementation of effective strategies to address the larger number of students lacking basic skills in both reading and mathematics through the inclusion of more mathematics course options and extra tutoring/classes for reading and English. ELLs will also be provided with independent study labs, development of phonemic, phonological and print awareness, and homework strategies for those who struggle with reading and mathematics. Individual activities such as pre-reading activities and creative writing skills activities will also be carried out. Programs and improvements that the school is considering for the following school year is the incorporation of virtual labs for the science content areas.

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

No Changes will be made.

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

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

All students at JKO, especially ELLs, are invited and encouraged to participate and partake in activities and programs held at the school. The ESL teacher will make announcements in the classrooms specifically inviting these students to participate in various school activities. Letters and phone calls are also made home through the school messenger to inform parents of the school activities occurring in the school community. Students are encouraged to attend workshops (i.e. college, financial aid, teen issues), special events (i.e. performances, holiday parties, environmental awareness activities), and clubs (i.e. poetry, debate, ping pong) so they may immerse themselves in the larger school community. These students partake in National Honors Society, Debate Club, Ping Pong Club, Dance Company, fundraisers, college trips, and a variety of other programs and activities at the school.

After school and supplemental services are provide to ELL students in various ways. Students will be offered academic and regents tutoring to aide in the class and regents progress. However, some students will have these tutoring services embedded in their daily schedules and are mandated to attend. PM school for credit acquisition and recovery is offered to specific students who fit that need. We also provide specific ELL tutoring within content areas as well as increasing their overall literacy and writing skills. Students are also encouraged to join and attend clubs held after school.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The ELL program is provided with instructional materials and technological support such as NYSESLAT prep materials, READ 180 systems, novels, plays, novellas, smart boards, and computers. Students are also provided with translation dictionaries to aid them in all subject areas. Additionally, the program uses a wide array of instructional programs and measures to provide data in order to adjust the materials used in the classrooms. These programs and measures are used to differentiate instruction, tailor

instruction and the curriculum, and to assess the success for ELL subgroups. These measures include SKEDULA, which provides teachers with historical and current academic information regarding the students, AMAO, which helps us determine the student's progress with the various modalities and adequate yearly progress, which aides in viewing what subject areas the student may need more of a concentration on. Through these specific programs and tools, students schedules are tailored, instruction and materials are adjusted to meet their specific ELL needs and allows the teacher to place them in sub groups based on their needs and levels (i.e. literacy, writing, or speaking)

Students recognized as ELLs receive tailored and customized activities to support their reading level. Students receive audio, visual, interactive lessons, containing explicit tutorial and on-going formative/summative assessments; learn at one's own pace and privacy without time constraints or pressure; given their course progress and the course adjusts accordingly to ensure student's achievement.

SKEDULA data, AMAO data, class assessment data and standardized test data are used to differentiate the instructional program and determine materials used in the classroom. Scholarship reports, individualized student data reports (custom reports) and professional conversations between pedagogues are used and assess student progress and performance. Subgroups (Bottom Third, ELL, and Special Education ELL) are analyzed and programs are established based on the thorough analysis of the stated data measures. The program has also incorporated Integrated Co- Teaching (ICT), which pairs a monolingual teacher with an ESL teacher in mainstream subject areas. English Language Learners (ELLs) in the ninth grade are also provided with Global History classes that are coupled with an additional English writing program designed to address instructional concerns revealed through pre-assessed academic needs assessment. This class is taught by a mainstream History teacher as well as the ESL teacher.

English as a Second Language (ESL) is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Continuous articulation between our ESL teachers and classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classrooms. Students learn to focus on language acquisition techniques, such as scaffolding, Shelter Instruction Observation Protocol (SIOP) Model, Common Core Learning Standards (CCLS), Total Physical Response (TPR) and language experience approach. This helps students and enables them to perform well when they are in their mainstream classrooms. Specific attention is also given to writing and vocabulary development. ESL teachers use a variety of instructional materials in their classes. All teachers teaching ELL students use materials that are used in the monolingual classes and adapt them as is necessary. ELLs who have been assessed below reading level are provided with READ 180 classes, which is a comprehensive instructional system that accelerates the learning of students who enter high school two or more years behind in literacy. This class provides 90 minutes of daily instruction, teaches phonics, comprehension, vocabulary, fluency, and writing explicitly. The class establishes classroom practices to engage rising readers in school, provide more instructional time, and help teachers differentiate instruction; responds to the needs of ELLs and special needs ELLs. All models and programs are used for all levels of ELLs and those that are long term ELLs or receiving four to six years of services.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The school's language development component is planned by pedagogical analysis of transcripts and students skills via State assessments and school's internal assessment inventories such as: teacher assessment and evaluations and Web based programs. In the ENL program we support the ELL student's by providing translation dictionaries, distributing handouts or instructional materials in their native language and provide them with tests in both the English and native language. The content area teachers also provide them with materials in both their native language and English language. Students with interrupted formal education (SIFE) as well as new comers and long term ELLs are in also provided with such materials and additional resources to help reinforce their language acquisition and native language support. For those particular students intensive academic intervention services are provided to the student to meet their language and academic needs. For the native language speakers of Spanish, ELL teachers provide materials as well as one-to-one native language instruction

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

At JKO H.S., support services and resources are tailored to the student's individual academic need. This may or may not correspond to the ELL's age and/or grade level. Student programs are structured to provide every student with an equal and comprehensive education.

Based on their individual needs, students are provided with specific support services. The ELL teacher works directly with the students to support participation in general education classrooms and provide direct and supplemental instruction. Various support services and resources are provide to ELL students in various ways. Students will be offered academic and regents tutoring to aide in the class and regents progress. However, some students will have these tutoring services embedded in their daily schedules and are mandated to attend. PM school for credit acquisition and recovery is offered to specific students who fit that need. The ELL counselor works closely with the students to ensure that the appropriate resources, whether academically or personally, are given to the student based on their individual needs. The counselor also collaborates with the teachers to ensure that the students are provided with the appropriate resources and services with the classroom setting.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Upon enrollement of new ELL students, the parent coordinator (Anthonio Orridge), ELL Counselor/Coordinator (Nicole Vega) and APPPS (Steve Athanasakis) discuss activities and program options with the students and their parents. Programs and activities for newly enrolled ELL students and their parents include: the incorporation of ESL strategic instruction; assist students in performing at grade level; ensure academic rigor and conceptual understanding through the use of literature and content-based instruction; and help ELL students meet and/or exceed New York State and City standards and/or counselor. However, because of student placement in mainstream classes while in the ESL program, additional support is embedded in the program. Workshops for parents are provided throughout the school year on a myriad of academic and perosnal topics. These workshops are run by the various counselors, parent coordinator, Teen Choice program and Parent Association. We also, stress the importance of taking part in after school activities and clubs throughou the school year. This will help the students transition into the school by joining and partaking in various activities and clubs offered.

Students transitioning from middle-to-high school are required to attend a student/parent orientation run by administration and counselors during the summer months before school begins. These students are invited to participate in all activities and after school programs that occur during the school year. Activites and programs throughout the year are managed various teachers that promote participation for all of our students.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

JKO hosts several mandatory professional development workshops dedicated to informing the JKO staff about ELL student needs. These workshops are an integrated part of the professional development calendar and take place every Wednesday throughout the school year. Topics include ESL strategies in the classroom, understanding NYSESLAT and ELL data, differentiated instruction, and cultural sensitivity and awareness. During these specific professional development meetings, staff will participate in various activities such as group work to strategize different ways to tackle ELL issues within the classroom.

All staff members, including administration and school secretaries, are dispatched to workshops and meetings throughout the city regarding specific ELL developments and specialized strategies to meet the needs of the ELL population. Teachers are dispatched to ELL professional development meetings that will pertain specifically to their content area. This is done so that all teachers may incorporate ELL strategies in their teaching practices. Records of professional development are maintained by a signed attendance sheet. Any staff who attends meetings outside the community are required to notify administration and provide the agenda or handouts from the professional development. Often times, strategies are transferred for peers during professional development sessions.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Since the beginning of the school year, teachers have been provided with professional development pertaining to the Common Core Learning Standards (CCLS) and teaching practices. Before the CCLS was implemented, the administration was holding PDs pertaining to these standards that would be implemented in the new school year in order for teachers to be aware of what was going to be implemented. Topics include ESL strategies in the classroom, understanding NYSESLAT and ELL data, differentiated instruction, and cultural sensitivity and awareness. During these specific professional development meetings, staff will participate in various activities such as group work to strategize different ways to tackle ELL issues within the classroom. Teachers are also provided with outside professional development meetings, provided by the Office of English Language Learners, pertaining to implementing these standards within the ESL classes.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Students transitioning from middle-to-high school are required to attend a student/parent orientation run by administration and counselors during the summer months before school begins. These students are invited to participate in all activities and after school programs that occur during the school year. Activities and programs throughout the year are managed various teachers that promote participation for all of our students.

For those specific staff members who transition from different grade levels and/or schools, we search for and distribute various monthly newsletters (OELL) to all staff members, including administration. All teachers and administration are informed on a continuous basis of other professional development opportunities focusing on second language acquisition. The OELL workshops, which contain a wealth of ESL information, are available to teachers/administrators. We have distributed information from workshops from the DOE. In addition, general education classroom teachers have the opportunity to attend outside workshops. Administration provides support for those teachers attending these workshops. Professional development opportunities are provided centrally and are offered to all staff members.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional Development (PD) at the school throughout the year incorporates 15% of total hours for all teachers and 50% for our ELL teacher; specifically, to train all staff in ELL practices and models. Teachers are not only provided with this professional development within our school building, but they are also sent to various workshops run by the DELLs department and the DOE. This professional development incorporates and accentuates specific instructional models and data analysis intended to enhance the instruction process for all ELL learners. As well as professional development, ELL training and needs are addressed in departmental meetings in all subject areas. A professional ELL library is available to all staff in the Principal's conference room as well as the teacher department offices.

All staff members are dispatched to workshops and meetings throughout the city regarding specific ELL developments and specialized strategies to meet the needs of the ELL population. Teachers are dispatched to ELL professional development meetings that will pertain specifically to their content area. This is done so that all teachers may incorporate ELL strategies in their teaching practices. Records of professional development are maintained by signed attendance sheets. Any staff who attends meetings outside our community, are required to notify administration and provide the agenda or handouts from the professional development.

The records of in house staff development are maintained by Ms. Valit, AP of Supervision, and the records of staff development outside of the building are maintained by both Ms. Valit and Mr. Vincent, AP of Organization, in their offices.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

At JKO, there are many events held including College Night, Financial Aid Night and Scholarship workshops. In addition to collaborating with staff members on developing specific workshops pertaining to our ELL population, the Parent Teacher Association President, ELL Counselor/Coordinator and Parent Coordinator 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.

The ELL counselor/coordinator also collaborates with the ELL teacher in holding individual parent meetings with the students and their parents on a yearly or bi yearly basis. These meetings address the academic/personal needs of the student, addresses particular concerns of the student and parents, sets academic and personal goals for the school year, discusses student progress and growth throughout the year and provides the families with resources based on particular need. Parents who are unable to attend the meeting are contacted via phone and a phone conference is held.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

There are various events for our parents held throughout the school year. Some of these events include Parent/Teacher Conferences, College Night, Financial Aid Night, Scholarship workshops and personal growth workshops based on parent feedback and need. In addition to collaborating with staff members on holding specific workshops, the Parent Teacher Association President and Parent Coordinator 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 and ELL Counselor/Coordinator. Parents are contacted both via phone messenger and mail in multiple languages to ensure that all parents are invited to participate in these various events. The Parent Coordinator, Antonio Orridge, also reaches out to the parents directly to invite them to participate in activities, fundraisers and meetings throughout the school year.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

JKO has many partnerships with a myriad of corporations and community based organizations in our area and throughout the five boroughs. These partnerships not only work with the students but with the parents as well. They serve as both mentors for the students and have provided workshops for both students and parents. We believe that having such organizations work with the parents is key to increasing their knowledge and awareness of certain topics that pertain not only to one child's overall success but that of their own. We closely work with the following organizations: The Muse Hotel, Roundabout Theater Company, Big Brother-Big Sister of NYC, College Now Program w/City College of New York, Explorers Program, Flamenco Vivo, National Academy Foundation, New York City Mentoring Program, Teen Choice, Virtual Enterprises, International World Savvy, El Dia De Los Muertos (Mexican Day of the Dead) and Inwood House.

5. How do you evaluate the needs of the parents?

Evaluating the needs of our parents is key to a successful learning environment. There are a number of ways in which we assess the parents concerns and issues. Meetings held throughout the school year will be used to continue to determine and assess the needs of the parents. This data will help the school determine what activities and programs to put in place for students and parents. In addition to parents serving on the School Leadership Team (SLT), administration consults with the Parent Association to determine specific areas that need to be addressed. Throughout the school year, parents will receive various surveys. These surveys will be based on instructional programming, activities/clubs in the school, and the school learning environment. This is especially critical when creating or discontinuing services or programs offered at the school. We also evaluate the parent survey provided by the Department of Education to assess our parental needs. Meetings held for parents throughout the school year will have translation services provided by various school staff that speak their native language.

6. How do your parental involvement activities address the needs of the parents?

Communication with parents of students designated as ELLs is maintained through emails, individualized phone calls, phone master, progress reports, SKEDULA and parent conferences. Parents are also encouraged to visit the school's enhanced website

and log on to Skedula/PupilPath. Skedula/PupilPath is a web-based program where parents have access to their individual child's academic progress. The ESL staff meets with parents during Open School Night, Parent/Teacher Conferences and individual conferences. We also provide our ELL parents with a directory of community based organizations to meet their individualized needs. Concerns and questions are also addressed by our Parent Coordinator and ELL counselor/coordinator.

There are various events for our parents held throughout the school year. Some of these events include Parent/Teacher Conferences, College Night, Financial Aid Night, Scholarship workshops and personal growth workshops based on parent feedback and need. In addition to collaborating with staff members on holding specific workshops, the Parent Teacher Association President and Parent Coordinator 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 and ELL Counselor/Coordinator. Parents are contacted both via phone messenger and mail in multiple languages to ensure that all parents are invited to participate in these various events. The Parent Coordinator, Antonio Orridge, also reaches out to the parents directly to invite them to participate in activities, fundraisers and meetings throughout the school year.

D. Additional Information

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

Paste response here:

School Name: Jacqueline Kennedy Onassis H.S

School DBN: 02M529

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward DeMeo	Principal		
Steve Athanasakis	Assistant Principal		
Antonio Orridge	Parent Coordinator		
Nancy Garcia	ENL/Bilingual Teacher		
Luisa Veras	Parent		
John Hammond	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Nicole Vega	School Counselor		
Marisol Bradbury	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M529**

School Name: **Jacqueline Kennedy Onassis**

Superintendent: **Marisol Bradbur**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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 letters 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents (Principal letters, entitlement letters, non-entitlement letters, progress reports and monthly newsletters) sent to the parents via mail or email are 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. If a staff member cannot provide interpretation services, the Translation and Interpretation Unit is called and utilized.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

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. However, if the parent speaks another language and we do not have a staff member to provide interpretation, the Translation and Interpretation Unit will be utilized. 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.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Communication through interpretation with parents at various points of the school year is provided by bilingual staff members. The bilingual staff members are utilized to translate letters, provide translation during individual meetings and phone conferences. 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. If a famli member or staff is not available, the Translation and Interpretation Unit will be called in order to provide the translation needs.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Bilingual staff members from JKO are available to assist and translate information to the parents during phone conferences and individual meetings 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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During the professional development meetings, teachers are notified of who the staff members are that are bilingual. This is to ensure that teachers can utilize the specific staff memebers during individual meetings, conferences and to traslate any letters sent home to the parents. Teachers are also notified and given the information to contact the Department of Education's (DOE) Translation and Interpretation Unit to be utilized for the same translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

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