



Office of Innovative School Models
 Persistently Lowest Achieving (PLA) Schools
 School Improvement Grant (SIG)

Progress Review Report — 2011-2012

School:	John F Kennedy High School	School District:	Community School District (CSD) 10
Date of Site Visit:	March 28, 2012	Team Members	Dr. Kathryn Ahern and Kalimah Geter

Address: 99 Terrace View Avenue, Bronx, NY 10463

Principal Telephone: (718) 933-6204

Fax: (718) 933-7264

BEDS # 321000011475

Principal: Lisa Luft

E-mail address: lluft@schools.nyc.gov

SIM/SIL: Network Leader- Steven Chernigoff

E-mail address: scherni@schools.nyc.gov

Grade Configuration: 10, 11, 12

Total Enrollment: 682

Areas of PLA identification: English language arts (ELA), math and high school graduation rate

List all identified subgroups—Students with disabilities (SWD) and English language learners (ELL)

School intervention model: Turnaround/Phase out— the principal was replaced as per model requirement. Principal appointment effective date: August 2011

List the school's partnership support organizations (PSO), community-based organization (CBO) partners and major vendors:

1. Children First Network (CFN) 610 – Transition Support Network	2. The Sports and Arts Foundation
3. AUSSIE – for English language arts (ELA)	4. PLATO
5. AVENTA	6. CLI, Inc.

STAFFING	
Organization and Structure	<ul style="list-style-type: none"> • The principal was appointed in August of 2011. • The school administrative team is comprised of the principal and five assistant principals (AP). Hereafter, this group will be referred to as the school administrative team (or “the team”). • There are 39 teachers at the school including: <ul style="list-style-type: none"> ○ Six English language arts (ELA) teachers ○ Six math teachers ○ Seven special education teachers ○ Two teachers of English as a second language (ESL) for English language learners (ELL)
Teacher Evaluation	<ul style="list-style-type: none"> • The administrative team has received New York City Department of Education (NYCDoE) training to implement the Teacher Effectiveness Model rubric for teacher observations. The low inference observation model provides a rubric based on the Danielson model. • The Children First Network 610 (CFN), also known as the Transition Support Network, has employed a consultant, or “academic coach,” to work with the school during the phase-out period. • The school administrative team plans to make at least two extended full-period observations of each teacher, with new teachers receiving four observations per year. Written evaluations are returned with a week of the observations. • Teachers verified the written comments of the team have been returned within the week following the observation. • The principal conducts informal observations or “walk-throughs” frequently, even daily for some classes. Feedback is given via e-mail and verbally. • The principal attends local recruitment fairs and hires from the NYCDoE teacher candidate pool.

PLANNING	
Student Enrollment	<ul style="list-style-type: none"> • The average daily attendance rate at the school to date is 76 percent. • The school has identified a list of 40 potential long-term absentees. • Intervention services for students & families with attendance problem include on-going conferences with family assistants and guidance counselors. • Strategies used include: <ul style="list-style-type: none"> ○ Letters sent home ○ appointments made with parents ○ referral letters to CBO ○ group counseling and on going monitoring
Student Performance	<ul style="list-style-type: none"> • Students selected to participate in intervention programs are over-age and are under-credited to meet graduation requirements, compared to their cohort group, as well as those with major attendance issues. • All these students are schedule to receive support through the extended day program, by attending Saturday school, referred to group counseling, and are offered holiday and weekend tutoring.
Outcomes	<ul style="list-style-type: none"> • A higher rate of promotion has been noted to date.
Teacher Attendance	<ul style="list-style-type: none"> • The teacher attendance rate to date is 86 percent. • Support is provided by the Payroll secretary and incentives the NYCDoE provides.

PROFESSIONAL DEVELOPMENT (PD)	
Professional Development	<ul style="list-style-type: none"> • The CFN 610 is the provider and developer of professional development (PD) activities at the school. • Professional development is provided on a weekly basis. A CFN 610 consultant meets each week with the principal and assistant principals to plan PD. • Professional development topics have been selected in response to the Joint

	<p>Intervention Team (JIT) report recommendations.</p> <ul style="list-style-type: none"> • Ongoing conversations with teachers have also influenced PD topic choices. Some of the topics for PD so far this year are the Danielson Framework, credit recovery, school-wide academic policy, high school content area graduation requirements, the <i>90/90/90 Program</i> and the Common Core Learning Standards (CCLS). The AUSSIE consultant worked with teachers during the introduction of the Danielson Framework with all teachers. She continues to work with all ELA teachers on both content and strategies for higher levels of academic rigor and engagement. • The CFN consultant has been working with teachers to complete the mapping and revision of the curriculum to include the CCLS. • Using data to inform instruction and to plan for differentiation of instruction was cited by teachers as a topic of high interest.
Instructional and Support	<ul style="list-style-type: none"> • An AUSSIE consultant is available to work with ELA teachers weekly. • To improve the teachers strategies for instruction, the principal reported that the teachers are receiving on-going professional development, • The administrative team conducts walk-throughs daily to most classrooms. • Teachers are encouraged to make inter-visitations. • ELA teachers review data and make use of the AUSSIES consultant's feedback. • Teachers are encouraged to collaborate and support each other both in and out of the classrooms.
Monitoring and Analysis	<ul style="list-style-type: none"> • The school keeps attendance sheets from each PD session. • The use of the PD information is monitored through classroom observations and student scholarship reports to analyze if they have been effective.

DATA ANALYSIS	
Data that Informs Instruction	<ul style="list-style-type: none"> • The school is using <i>Acuity</i> for interim English language arts (ELA) and math assessment. Midterm exams will also be analyzed by item and the results shared with teachers on the November 8, 2011. • The CFN 610 has developed an internal data system mirrored on the NYCDoe database, <i>ARIS</i>. The system is used for individualized analysis of <i>Acuity</i> results, credit accumulation, Regents exam results, course grades and attendance. A color-coded report for each student is generated that shows a detailed transcript analysis. The report shows what each student in the network has achieved academically to date and what the student needs to complete to meet graduation requirements. • The Network offered PD to the team and department leaders concerning the data system then shared the information with the rest of the faculty. • Student interventions are planned for students based on case conferencing, teacher referrals, Regents progress reports and report cards. • The active use of data by teachers to inform instruction, and the active planning for differentiation was in a nascent stage.
Data & Student Achievement	<ul style="list-style-type: none"> • The internal data system developed by CFN 610 keeps track of each student's progress in the school. • The principal and the assistant principals are working with students to help them understand their credit requirements needed for graduation. • The principal uses scholarship data collected after each marking period to determine individualized student academic support and to plan for future credit recovery activities.

CURRICULUM AND TEACHING	
Learning Time	<ul style="list-style-type: none"> • The school has a nine period schedule, which begins at 8:05 am and ends at 3:39 pm, daily. • Each class meets for 43 minutes, with a three-minute passing period. • The school shares the building with seven other schools, and runs a breakfast program daily.

	<ul style="list-style-type: none"> Teachers meet daily during zero period, 8:05 am—8:42 am to share a common planning time (CPT). Academic interventions and support programs, enrichment programs, clubs and sports are scheduled for periods 10—12, 3:39 pm—5:54 pm. Saturday school provides an additional four hours of instruction.
Mapped & Paced Curriculum	<ul style="list-style-type: none"> According to the NYC Chancellor’s plan, the math and ELA CCLS are being developed. The school has focused on supporting students in preparing written opinion and arguments based on analysis of informational texts.
Instructional Programming Linked to Student Needs Assessment	<ul style="list-style-type: none"> The assistant principals are working with teachers and a CFN 610 consultant to increase the academic rigor of the curriculum, especially in finding challenging texts for student use. The school runs an extensive after school credit recovery program. Two online programs are currently used by students at the school. <i>PLATO</i> is used for supplementing classroom instruction, and <i>AVENTA</i> is used for credit recovery, and requires a full time teacher be available in the classroom with students at all times.
Effective Teaching Practices	<ul style="list-style-type: none"> Each classroom observed had an aim, objective, “Do Now” activity and the day’s homework assignment prominently posted either on the chalkboard, on poster paper or on the interactive whiteboards (IWB). Interactive whiteboards were observed in most classrooms. Most of the IWB were in use with teachers also writing class information on the chalkboard or on experience charts. A thoughtful discussion between students and a teacher was observed in one class where students were asked to demonstrate their understanding of the writing rubric in relation to the homework assignment. Students were able to engage in discussion demonstrating higher-level critical thinking during the lesson observed. Students were highly attentive during that class and each student was expected to contribute to the discussion in a meaningful way. The level of questioning and probing for understanding by teachers was observed to be somewhat uneven. Some teachers asked numerous questions, which required little more than recall or simple one-word responses. In those classrooms, students seated farthest from the teacher tended to sit draped over their desks, or with their heads down on the desk, or bent forward with eyes closed.
ELL/SWD	<ul style="list-style-type: none"> The instructional programs that are in place to support the needs of ELL at the beginner level in grade 10 include a free-standing ESL class, one ESL class in ELA and a push-in support class in both mathematics and social studies per day. The beginner level for ELL special education students in grade 10 serve 15 students with IEPs in a bridge program giving instruction with a special education teacher, bilingual teacher and one alternate placement paraprofessional work in all core subject courses and students are scheduled for a double block period of ELA. The ELL at the intermediate level in all grades have two periods of push-in instruction per day in math and ELA along with one ESL class daily. The ELL at the advanced level in all grades have one period of push-in instruction per day in ELA classes and in social studies where targeted vocabulary instruction takes place. The instructional programs that are in place to support the needs students with disabilities (SWD) use individualized programs specified with the IEP. Most SWD are served in collaborative team settings.

STUDENT SUPPORT	
Additional Social/Emotional Support	<ul style="list-style-type: none"> Students receive extra academic and developmental support based on need. Intervention services for students and families with attendance problem include on-going conferences with family assistants and guidance counselors. Students receive group counseling and on-going monitoring.

	<ul style="list-style-type: none"> Students who are over-age and are under-credited to meet graduation requirements, compared to their cohort group, receive support through the extended day program, by attending Saturday school, referred to group counseling, and are offered holiday and weekend tutoring.
Counseling	<ul style="list-style-type: none"> Student support services are in place to provide students in need with additional social support. Education and career counseling are provided by three guidance counselors. The school has three social workers on staff and two school psychologists, one of whom is bilingual, provide mental health services. Drug/alcohol/violence counseling is provided by a SAPIS counselor. Health services are provided on site by a school health aide. The school has the services of an attendance teacher. United Way of NYC provides support for attendance improvement and dropout prevention, including counseling, home visits, and provides resources and info to parents. Incentives to motivate the students include counselors who work with students to set goals, pizza parties and recognition ceremonies. Credit recovery takes place during periods 10—12 and during Saturday school.
Enrichment Opportunities	<ul style="list-style-type: none"> There are opportunities for students to participate in academic and social enrichment activities are supported by 21st Century funds. The Sports and Arts Foundation provides workout sessions, chess and basketball. Supplemental educational services are also provided.

SCHOOL LEADERSHIP	
Effective Leadership and Principal Evaluation	<ul style="list-style-type: none"> The formal evaluation will occur at the end of the school year in accordance with union negotiations concerning the Principal's Performance Review (PPR) goals and the instructional objectives of the school's Comprehensive Educational Plan (CEP). The teachers are still unsettled over the changes the NYCDoE made in its decision to close the school. There appears to be uneven willingness to make adjustments to work with the principal and all the changes being implemented. There is no formal mentoring program for principals with one or more years of principal experience. The NYCDoE through CFN 610 does not see a need for a principal improvement plan for this school at this time. According to CFN 610, the principal has incorporated feedback from observations from support and supervisory staff into consideration for implementation of school's improvement efforts.
Leadership Development	<ul style="list-style-type: none"> Professional development provided for administrators, which is separate and/or different from teachers is listed below: <ul style="list-style-type: none"> CLI Inc. – a curriculum mapping program Skedula – a web-based student data management program CCLS Collaborative Team Teaching – CFN
School Improvement Manager/External Providers	<ul style="list-style-type: none"> The CFN 610 leader and deputy leader work with the school administrative team in a collaborative manner. The CFN 610 consultant assigned to the school will support the school in all areas of academics, data analysis and PD activities.
Building Level Leadership Team	<ul style="list-style-type: none"> The school administrative team and the CFN consultant meet weekly to discuss issues. The school has a log of agendas and meeting resolutions on file at the school. The building has a unique situation in that six other schools in the building work with New Visions. The principal keeps in close contact with the other building principals.

SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT	
Environment is Conducive to Learning	<ul style="list-style-type: none"> Teachers, parents and students reported the school has developed a safer, more welcoming climate this year, as compared to previous years. Parents and students perceive the teachers and school administrative team as more caring and responsive to the students' academic and social-emotional needs than in the past. The teachers, parents and students reported a sense of comfort and caring was more notable at the school this year. Students and teachers noted that overt conflict was rare at the school this year. While the teachers appreciate the focus on improving student discipline and safety, they indicated communication with the new principal was excellent, even though rapid changes in expectations and the closing status of the school is causing them considerable discomfort. Teachers and students expressed concern because of the school's phase-out status, resources and supports for students and for high quality teaching would be strained or would disappear completely. The feeling that was communicated would best be characterized as a sense of being "abandoned by the system" and "left to their own devices."
Collaboration	<ul style="list-style-type: none"> Evidence of collaboration between the teachers and administrators appeared somewhat strong.
Parent Involvement	<ul style="list-style-type: none"> The school does not have a written parent involvement plan at this time. Parents reported they are invited to numerous school events such as, the College Fair, Financial Aid workshops, an N Cohort (graduating seniors) meeting, monthly school leadership team meetings, open school afternoon/evening, pupil personnel committee meetings, IEP meetings and guidance conferences. Parents that were part of the focus group indicated that they are involved on a regular basis based on any decision making related to their child or children enrolled at the school.
External/Community-Based Partners	<ul style="list-style-type: none"> The school works with CFN 610 in planning and delivering PD activities. The network offers a significant array of services to the school and maintains a close working relationship with the school administrative team. The school maintains regular communications with the New Visions school network and collaborates with the other school to plan and deliver PD.

BUDGET AND OTHER FUNDING SOURCES	
Budget Modifications	<ul style="list-style-type: none"> N/A – the school does not receive SIG funds (see below).
Use of 1003(g) or 1003(a) grant funding	<ul style="list-style-type: none"> According to the manner that NYCDoE has chosen to use the SIG for the turnaround schools in phase-out status, the school does not receive any funding through the grant.
Use of Other Funding	<ul style="list-style-type: none"> The school did not report any significant source of outside funding beyond that provided by the NYCDoE.

DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT	
District Support	<ul style="list-style-type: none"> The CFN intends to work collaboratively with the school administrative team to ensure that the school is working toward meeting its goals as outlined in the document entitled "New York State Education Department Phase-out/Phase-in Plan."
JIT/SIG Alignment	<ul style="list-style-type: none"> JIT report recommendations appear to be aligned with the turnaround school, phase-out plan.

SUMMARY

The NYSED Site Visit Team members conducted a site visit at John F. Kennedy High School on March 28, 2012. The team members were able to ascertain information about the school's efforts to implement the turnaround model with phase-out status for improving student learning.

The NYSED Site Visit Team members met with various stakeholders to review the school's implementation plan and to determine progress made to date toward improved student achievement. The school administrative team is focused and eager to promote rapid improvements in student performance. Implementation of significant activities was in progress. It should also be noted that the school does not actually receive SIG funds. The NYCDoE has created a Transition Support Network, CFN 610, to work with all NYC schools slated for closure. In that regard, the school has a phase-out plan outlined in the NYSED document entitled "New York State Education Department Phase-out/Phase-in Plan." In fact, the new or phase-in schools (New Visions Charter High School for Humanities and New Visions High School for Advanced Math and Science) each received SIG funds of \$300,000.