

PROSPECTUS

Joint Services Military and Maritime Charter High School –August 16, 2010

I. Executive Summary

One in four Hispanic and one in ten African-American students drop out-of-school according to the latest figures from the National Center for Education Statistics. Students from low-income families are six times more likely not to finish high school than those from high-income families. Dropouts face severe obstacles to employment, livable wages, and civic participation; instead, many drift into crime and are incarcerated. This situation means a loss of opportunities for the individuals, substantial cost to the government and taxpayers, and a tremendous deficit in productivity for businesses and other organizations. Even those students who do graduate may not be well prepared. According to the National Reading Panel, American companies lose nearly \$40 billion annually due to illiteracy. Further, a survey by the National Occupational Information Coordinating Committee and the National Career Development Association found that a majority of youths themselves report feeling unprepared in skills, knowledge, and attitudes upon entering the workforce. The Manhattan Institute reports only about 20% of African-American and Hispanic students graduate college-ready.

We propose to establish an innovative program, The Joint Services Military and Maritime Charter High School (JSMHC) with the goal of keeping young people in school, dramatically increasing graduation rates, and providing an effective educational environment which ties knowledge, relevant skills and character to more work and higher education opportunities. This concept is supported by the School to Work Opportunities Act and other policies that suggest students learn more and perform better when tasks and skills demonstrate relevance to their current and future lives. Further, we seek to become only the second High School in the nation with a Coast Guard JROTC unit.

JSMHC High School will provide an outstanding alternative education that activates the capacity of all students to learn, achieve and grow. JSMHC will provide an innovated learning experience based on New York curriculum standards, online learning technology and Military, Coast Guard, and Maritime programs. Our mission is to develop the intellect, character, physical wellness, leadership and Citizenship of our students and to prepare them for lifelong learning.

Student Cadets will follow the Cadet Creed, which inherent in this mission has the following objectives:

Academics: To provide cadets with an international world-class education which will prepare them for maritime careers at high school graduation, further study at the college level, or advance college credit or placement.

Citizenship: To help cadets develop the practice of Good Citizenship and patriotism with a high sense of ethics and to be accountable for their actions and deeds.

Health and Physical: To develop the ability to participate in physical activities and maintain good personal health.

Military and Coast Guard: To develop through the Corps of Cadets a structure which promotes leadership, discipline, and accountability and brings credit to the Family, country, school and community.

JSMAC will be recognized as a model Public Military Academy. Our authentic experiential learning combined with online distance learning, military, and traditional academics will be a model for serving at-risk students around the county. We define at-risk students as those defined by one or more of the following, living in poverty as reflected by their free lunch status, those students living in household where English is the second language, those classified as ethnic minorities, and students whose academic performance is one or more years behind a grade level. We expect that 40% of JSMAC's enrollment will qualify for Title I services.

We are seeking to open a public charter school to fulfill the specific needs of the urban youth to obtain employment in the maritime industry directly from high school with a competitive salary and lifetime career or a choice for admission to college. There have been specific requests by parents and community leaders to have a school based on military principles similar to the private military academies and prep schools, which require parents or guardians to pay a significant amount of tuition costs as preparation for careers or college. There is no current military high school in Community District 22, the proposed location of the school.

Who Are We?

We are educators, community leaders, and parents who have held leadership roles in the military, public administration, law enforcement, education, and business management in the private sector. We will use our experiences to create a school environment with a focus on discipline, technology, preparation for college and Maritime careers. Further, it is our vision that the JSMAC High School be a viable and active member of the community. It will be a place where parents are empowered to involve themselves in their children's education. It will be a link between parents, families, students, and the community. JSMAC High School will be a place where parents and community members have input into education that is heeded by the school and the Board of Trustees. The community and families will be involved in the school; and the JSMAC High School students will be actively involved in the community. JSMAC High School will be a place where all stakeholder groups, parents, community and the school, can work together to educate our children

and to improve the futures of all involved and of society at large.

Dr. Burkett, Chair holds advance degrees in Administration, Management and Technology. He is an experienced Engineering Designer and Contract Administrator, an educator (Assistant Principal) and a Naval Architect and Marine Engineer. He is also a Commanding Officer in the US Naval Sea Cadets.

Brig. General Fermijon Marrero, Vice Chair is a retired Military Intelligence Officer. He holds a BS in Forensics and an MBA in Corporate Operations. He is fluent in English, Spanish, French, Italian and Portuguese, and has extensive knowledge of law administration.

John McPhillips, Treasurer career experiences vary from law enforcement to marketing and fund raising with the Metropolitan Opera. He is an active member of the New York National Guard (2nd Lieutenant).

Edmund Donovan, Secretary is the Chair of the Science Department at Salesian High School, New Rochelle, NY. He has had extensive experience in the military and maritime fields and is a Commander in the Coast Guard Aux. He also has held leadership positions in the US Naval Sea Cadets (Executive Officer) and the Air Force Civil Air Patrol (Col.)

Marie De Caumont, Trustee is a Trilingual Editor and Translator. She is fluent in English, Spanish and French. She has degrees in Literature and Languages from the Sorbonne in Paris, France.

We will seek funding from the Department of Defense, DOD to support uniforms, textbooks, training aids, and a substantial portion of the instructor's salary. With DOD support, students will be provided with free uniforms and tuition free summer internships/camp experiences. The key founders have had considerable experience in leading JROTC units. General Marrero has a current federal charter for an Army National Defense Cadet Corps JROTC program and Dr. Lloyd Burkett has a federal charter for a US Naval Sea Cadet Program at a high school as an after school program. Both are confident of gaining federal charters for the JROTC units from DOD.

II. Student Population

A. Student Enrollment

JSMC seeks to develop a more personalized High School environment by establishing a smaller learning community capping the school enrollment at 400 students. The concept of smaller school communities (SLC) is supported by research and funding from the Department of Education through The Smaller Learning Grants Program as outlined below. JSMC will seek federal grant funding if awarded a charter.

Creating a more personalized learning experience for students has been a prominent part of high school improvement efforts in recent years. Several evaluations have found, generally, that the implementation of SLCs and complementary personalization strategies can reduce disruptive behavior, create a more orderly environment for learning, and increase student attendance and graduation rates (Lee and Smith 1995; Wasley et al., 2000; McMullan, Sipe, and Wolf, 1994; Quint, 2006; National Research Council, 2004). Projected enrollments are displayed in Chart 1.

ENROLLMENT PROJECTIONS

GRADE LEVEL	2011-2012#Students	2012-2013#Students	2013-2014#Students	2014-2015#Students
9	100	100	100	100
10	75	100	100	100
11	50	75	100	100
12	25	50	75	100
TOTAL	250	325	375	400

B. Target Populations

We proposed to establish a new charter high school, The Joint Service Maritime Military Charter in Geographic District #22 in New York City. The JSMMC board has had initial discussions with the LANSCO agency expressing an interest in the vacant Vicent Ferrer Roman Catholic church School. The Vicent Ferrer has a total of 24 classrooms, 2 cafeterias, 4 meeting rooms, a library, and an auditorium/gymnasium with a public assembly for 1,366. The school has 38, 000sq ft. of space, renting for \$20 per square foot. This location is more than adequate to house the proposed charter with projected enrollments of 600 to 800 students.

We examined several High Schools in District #22 which we expect to compete within recruiting students. Comparison data for Sheepshead Bay (SB), Leon Goldstein(LG), James Madison(JM), Brooklyn College Academy(BCA) and Midwood High School support the need to provide additional seats to relieve overcrowding and to give District#22 students greater opportunities for choices in career paths. If JSMMC meets its goals and objective we expect to elevate the relative standing of High Schools in this area.

SCHOOL	RANK /NY SCHOOLS/1081
Midwood	330
JM	419
BCA	441
SB	997

SCHOOL	PERSENTAGE FREE LUNCH
BCA	55
SB	36

JM	33
Midwood	22

SCHOOL	MATH REGENT S/ %MET STANDARD
Midwood	69
SB	68
JM	57
BCA	47

SCHOOL	ENGLISH REGENTS/%MET STANDARDS
Midwood	93
BCA	92
JM	85
SB	48

SCHOOL	TOTAL ENROLLMENT	% Minority
Midwood	3765	76
JM	3858	57
SB	2673	91
BCA	604	94

With the creation of JSMMC, District#22 students will be afforded an opportunity to pursue their High School programs in smaller learning communities (600-800 students). In contrast to the traditional large High School setting of 2,500-3,000 students, more compact school communities allow the JSMM's staff to give more personal attention to each student's individual needs. Additionally, research data supports JROCT career academies as effective tools in promoting academic success for minority and disadvantage students who the principal enrollees in District #22.

The Founding Board Members are confident of being able to exceed enrollment targets based on the identified need for the school, the extensive recruitment effort planned, and the positive feedback already received in response to discussions of the school's vision, philosophy and Goals. Official recruitment of students will begin as soon as approval is granted; word-of-mouth promotion of the plans and vision for JSMMC is already underway. Some advertising materials and brochures may be published in Spanish, in addition to English. Examples of recruitment activities that we shall use to reach the widest possible audience include: placing advertisements in newspapers, and getting reporters of community newspapers to write an article about the school and its mission and Goals; using local radio stations; holding open public forums about JSMMC; distributing information to religious institutions and places of worship, community centers, and other local establishments; making announcements at service club, fraternity and sorority meetings, community meetings, town hall meetings, and civic meetings, and using group

electronic lists to send e-mails to various education and community information groups. JMSSC will also establish a web site as soon as a charter is granted so that information about the school, its programs, its parental involvement requirements, and its application process will be readily available.

JSMHC High School will offer students and parents a needed alternative educational choice. We will provide a proven, innovative instructional program that recognizes the needs and the strengths of the individual learner. High School will address the demands of a cross-section of city parents for additional public school options. Parents from all backgrounds are increasingly demanding an expansion of options while over-crowding continues to be a problem. Furthermore, the Hispanic community is concerned about a reduction in services at a time when the Hispanic population is growing, and both African-American and Hispanic test scores remain far lower than their Caucasian and Asian-American peers.

English Language Learning

Students for whom English is a second language will be provided appropriate ongoing assistance with their development of English language skills in order to maintain academic growth. Recruitment materials will be translated to reflect the languages other than English spoken in Community District #22, primarily Spanish. Several JSMMS leaders are fluent in Spanish and assist with parent recruitment meetings.

We will use records from previous school to determine ELL status, since our youngest students will be entering at ninth grade. We will also, at the time of enrollment, require that each parent/guardian complete a home language questionnaire designed to determine whether the dominant language at home is a language other than English and whether the child is bilingual. Entering students will be given a screening assessment in order to identify students who may need to receive additional instructional strategies and techniques to improve their English proficiency. Certified ESOL teachers will conduct evaluations to identify and plan for students with limited English proficiency. For ease of communication with Hispanic families, school communications will be available in English and Spanish.

We plan to use an inclusion model as the primary methodology for servicing ELL students. All tutoring and online courses are available in Spanish and English. We may also use “sheltered” classes that teach in English with ESOL support and self-contained programs where appropriate. Services will be provided in a timely manner, and appropriate documentation will be maintained. One of the topics that may be included in our professional development program is training in ESOL curriculum and instruction, ESOL testing and evaluation, and ESOL methods.

No ELL student will be assigned to a program for disabled students based upon his or her lack of facility with the English language. Placement in Special Education programs will *only* be made to address a specific learning disability in accordance with procedures outlined below. The JSMHC will conduct its ELL programs in compliance with state and federal regulations,

including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

Serving Students with Disabilities.

JSMCC will provide quality education to all students, including students with disabilities. We will provide the necessary services for students with disabilities, offering a full range of potential programs and services. While JSMCC is committed to educating students in the “Least Restrictive Environment” to the fullest extent possible, we also recognize that some students require programs and services with specialized attention. JSMCC will operate special education programming (such as Resource Rooms or other educational programming) that meets the requirements set forth by state and federal regulations governing special education in the state of New York. Ancillary services will be provided to students based on the need as outlined on their Individualized Education Plan (IEP). We realize that children have varying abilities and will accommodate their differences through personalized learning plans, use of tutorials, adaptive curriculum-based software, and teaching practices. If intensive services are required, JSMCC will contract with outside vendors to provide such services.

All students with disabilities will be assessed at the same intervals as students without disabilities. How students are assessed will be determined at the IEP team meeting. Testing at the state level will take place by either taking the NYA, NYA with accommodations (as specifically determined by the IEP team and specified on the student's IEP), or assessment by ALT-NYA (as determined by the IEP team if all criteria are met). Oversight of assessment administration will be provided on the site by the school's principal or special education teacher.

JSMCC will have a defined pre-referral intervention team (often referred to as a "General Education Intervention Team") made up of general education staff, special education staff, and administrative staff to review cases of students who need academic or behavioral intervention in the general education setting. Often such interventions can provide the support needed for a student to be successful in the general education setting without special education intervention. Students will be, however, identified as needing referral to special education evaluations from this committee as part of the No Child Left Behind process after documented interventions. Parents will be involved in all steps of these processes. Other plans to assist all students, including those with special needs include the offer of after school tutoring (both peer and teacher).

The goal of special education at the JSMCC is consistent with the goal of regular education, that is, to support students in developing the knowledge and skills, they require to live meaningful, self fulfilling lives with as much independence as possible in their communities. We will support the education of students with special learning needs with the regular classroom serving

as the first choice of placement. Only when the regular classroom placement does not meet the needs of the students will alternative settings on a part time or full time basis be considered.

JSMMC will adhere to all provisions of state and federal law relating to students with disabilities under the IDEA, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

III.School Design

The founders of JSMMC High School believe that every student can learn and that public education should enable all children to fulfill their unique potential. This is consistent with the pedagogical philosophy of Bruner (1960), who writes, “We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development.” (p. 33). The intention then is to provide authentic learning opportunities, within which to share and build knowledge

Authentic instruction, as outlined by Newmann and Wehlage (1993), is based upon two major tenets, which our instructional approach embraces: that students use disciplined inquiry to construct meaning and knowledge, and that they produce discourse, products, and performances that have value beyond success in school. The five standards defined by this approach, and which are modeled in this program, require that instruction and the learning environment:

- 1) Encourage higher order thinking (as codified by Bloom’s Taxonomy) directed towards the discovery of knowledge and problem solving,
- 2) Encourage in-depth, holistic, and relatively complex understanding of concepts, topics, issues, themes, and problems being studied,
- 3) Ensure that learning has value and meaning beyond the classroom by being connected to the larger social context of the students' world,
- 4) Facilitate significant interaction, dialogue, and sharing of ideas to promote a collective understanding of what is to be learned, and
- 5) Provide pedagogical and social support for high achievement by all students.

We will provide a rigorous curriculum using the New York Standard Curriculum supplemented by the online Odyssey program that meets city and state requirements for graduation. The Odyssey Curriculum is completely aligned to NY Standards. The Odyssey program is delivered in both Spanish and English.

Our students will be career-ready and will have the knowledge, skills, and character that will prepare them for future success after graduation. It is our goal to provide credit recovery for 9th to 10th grade

students who are performing below a grade level by providing after school and summer Odyssey Online course credits. For 9th to 10th grade students performing at a grade level, Odyssey Online will offer course acceleration and prepare students for early college participation. We expect to accelerate our students to attain college credit in High School through enrollment in AP Biology and English Language courses. We also will qualify our students for participation in the CUNY College Now Program for Maritime Technology at Kingsborough Community College and other College Now courses approved by CUNY.

Mission Statement/Goals/Objectives

Mission Statement

The mission of JSMMC High School is to inspire primarily at-risk students to pursue higher education and productive careers through exceptional educational experiences that include both career and Military/Maritime training delivered through a combination of traditional, experiential and web-delivered instruction.

Goals

The three goals for the JSMMC High School are academic achievement, career readiness, and community involvement.

GOAL #1: Students will demonstrate progress toward academic achievement in all areas tested by the New York Core Curriculum and provisions of the *No Child Left Behind* Act.

1. By the end of the school year 2013-2014, JSMMC High School students will equal or exceed the average scores for high school students in New York City Geographic District #22 will be demonstrated by scores on the New York Regents Assessment and AP examinations.
2. By the end of the school year 2013-2014, JSMMC High School students will meet or exceed the progress toward the stated Adequate Yearly Progress of schools serving the area, and of the state. This will be demonstrated by scores on the New York School Assessments and High School Assessments.
3. By the end of the school year 2013-2014, JSMMC students will exceed the national average (16%) of school enrollment in Advanced Placement Courses.
4. By the end of the school year 2014-2015, (25%) of JSMMC students will be satisfactory complete College Now or AP courses with at least a “C” average.
5. By the end of the school year 2014-2015, 80% of students entering JSMMC as ninth graders in 2011-2012 will complete all credit and graduation requirements through a successful online credit recovery program.

6. Since regular attendance is important to achievement, by the end of the school year 2011-2012 students at JSMMC High School will demonstrate an attendance rate in excess of 95%. The measurement of this objective will be the daily attendance records.

GOAL #2: Students will demonstrate increased career-readiness in the Military/Maritime program.

1. By the end of the school year 2012-2013, students will score at level 3 or better in Applied Mathematics on the ACT WorkKeys Career Readiness Assessment.
2. By the end of the school year 2012-2013, students will score at level 3 or better in Locating Information on the ACT WorkKeys Career Readiness Assessment.
3. By the end of the school year 2012-2013, students will score at level 3 or better in Reading for Information on the ACT WorkKeys Career Readiness Assessment.
4. By the end of the school year 2013-14, 90% of students will score 80% or better on the ROTC Leadership Assessment.
5. By the end of the school year 2013-14, 90% of JSMMC students will complete a summer internship in an Army, Naval, or Maritime program.

GOAL #3: High School will be a school where parents, community members, businesses, and higher education are an integral part of the educational team.

1. By September 30, 2011, there will be a functioning parent-teacher organization for the school.
2. By September 30, 2011, there will be an advisory panel of experts in military, maritime, business and higher education, and technology to help the board of trustees.
3. By the end of the first year, 95% of students will have participated in a career fair.

By the end of the school year 2011-2012, students will have participated in two community service projects.

What is innovative about our program?

The proposed Joint Services Military and Maritime Charter (JSMMC) will be modeled on the success of the growing number of public High School military academies throughout the country, but will place greater emphasis on the use of technology and career exploration in the Maritime industries. Recent research on JROCT within a school career academy shows positive results in promoting academic success (Hanser and Robyn, RAND 2000). JSMMC will expand this successful concept from the traditional school JROTC unit to a full Career Academy High School, dedicated to promoting careers related to the Army, Coast Guard and the Maritime industries.

JROTC participation is mandatory for enrollment in JSMMC. JSMMC will establish both Army and Coast Guard JROTC units. Entering 9th grade students will be offered enrollment into either the Army or Coast Guard JROTC units.

In this proposed charter school, there will be no obligation for cadets to join any of the military or armed forces, but the school will give them an introduction to the challenges and experiences of a Military, Naval or Maritime career.

More Online Standard-Based Instructional Options

JSMMC will offer standard-based instructional options for teachers and students beyond just having a computer in a classroom. Integrating technology into daily content instruction is no longer an option, it is a must do. JSMMC will use the online Odyssey program to supplement the curriculum. We have provided in this document a curriculum alignment to NY standards. The Odyssey program is delivered in both English and Spanish.

In a report issued by the Partnership for 21st Century Skills, literacy of information and communication technology is defined as, “the ability to use technology to develop 21st century content, knowledge and skills, in the content of learning core subjects, “Students must be able to use technology to learn and retain content while sharpening invaluable skills. This unique synergy teaches a student to think critically, solve problems, apply information, communicate effectively, innovate and collaborate. (Results That Matter Partnership for 21st Century Skills 2006)

Research has highlighted many reasons why students drop out of, or become disinterested in school. Some are self-inflicted and others are external. However, the lack of content comprehension is normally at the top of everyone’s list. What JSMMC will do is provide teachers with an online, standard-based curriculum fully coordinated with the New York Core Curriculum that will enable them to develop Individual Learning Plans (ILPs) for all students. This online program will benefit both teacher and student. Firstly, teachers will be able to assess students’ needs, design ILPs, and provide both traditional and online instruction. This is not new, as of September 2007, 42 states have included significant supplemental online learning in their curricula. (Keeping Pace with K-12 Online Learning Report 2007) It is also interesting to note that enrollments in online courses have surged in some states, increasing as much as 50%. (Keeping Pace with K-12 Online Learning NACOL 2006) Secondly, students who regularly embrace technology in their daily lives from wireless devices to laptop computers will gain the flexibility and greater convenience afforded through an online curriculum delivery system. Through online courses, we will expand opportunities to learn beyond daily regular school hours by offering after school, weekend and summer online courses. Each ILP will maximize opportunities for remediation and acceleration. Each student is expected to participate in extended learning opportunities, after regular school hours(7 am to 3pm), on weekends and in the summer to fulfill the requirement of his/her ILP and to remain in good standing as a cadet.

Proving a Smaller Learning Environment

Earning a bachelor's degree or higher is now the goal of an overwhelming majority of high school students, regardless of their race, gender, ethnicity, or family income. The percentage of high school sophomores who say they expect to earn a bachelor's degree or higher has nearly doubled over the last two decades, from 41 percent in 1980 to nearly 79 percent in 2002, with the largest increases occurring among American Indian and Alaskan Native, Hispanic, and low-income students. Another 11 percent of 2002 sophomores said they expected to earn an associate's degree or post secondary certificate (National Center for Education Statistics, 2006).

Yet too many young people do not receive the academic preparation, guidance, and support, they need to achieve these ambitious aspirations. Many students lack a clear understanding of the academic requirements for entrance to postsecondary education, how to apply for postsecondary education, or options for financial aid (Roderick, Melissa, et. al. 2008; Horn and Chen, 2003; Horn and Nunez, 2000; and Kirst and Venezia, 2004). Most importantly, considerable numbers of young people are graduating from high school without the academic foundation needed to succeed in postsecondary education. According to the National Assessment of Educational Progress (NAEP), more than one-third of all high school seniors, and the majority of minorities and low-income seniors, scored "below basic" in mathematics in 2000. Just 17 percent scored proficient or higher. Similarly, on the NAEP reading assessment in 2002, only about one-third of 12th graders demonstrated proficient or advanced reading skills, while the reading skills of one-quarter of high school seniors were "below basic." Fewer than 22 percent of the high school graduates that took the ACT college-entrance examination in 2004 demonstrated readiness to do college-level work in core subjects such as mathematics, English, and science (ACT, Inc., 2005).

For these reasons, the Department of Education SLCP program has changed its absolute priority and other priorities over the years to focus more intensely on college readiness and success and to promote the close integration of SLC implementation with systematic efforts to improve curriculum and instruction.

A College Preparatory Program with an Emphasis on Career Exploration

JSMMC will offer a college preparatory curriculum with a career theme. We will integrate the academic curriculum with JROTC Career exploration opportunities in the Military, Commercial, and Leisure Maritime Industries through required summer internships. The combined curricula includes the following:

- Academic courses that meet high school graduation and college entrance requirements.
- Common planning time for the teaching team.
- Projects that bring together skills acquired from academic and Army and Coast Guard military classes.

- Counseling to ensure the student has a postsecondary plan.
- Partnerships with the military, community, and higher education.

JSMC will establish partnerships with local maritime and cruise ship employers to build stronger connections between school and work, providing students with a range of career development and work-based learning opportunities. We will also establish partnerships with community organizations, parents, and higher education institutions. Essential components of these partnerships include the following:

- Employers provide mentoring and job shadowing (i.e., opportunities for students to observe employees at work) in career fields.
- Community partners develop a steering committee to oversee internship operations within a selected maritime field.
- Parents support a student’s decision to enroll in a specific internship, and also participate in academy activities.
- Institutions of higher education (College/Trade School) give students college credit for completion of course work.

High School Course Outline

JSMC required courses are designed as a College Preparatory Program. The training is structured to develop leadership skills through JROCT courses, knowledge about the maritime industry through required summer internships, as well as demonstrate the career opportunities available to high school graduates within the maritime industry. Graduates can choose to go directly to work for maritime industry or continue their education by attending a college or trade school.

Units of Credits Subjects

English Language Arts	- 4/ English I, II, III, & IV
Social Studies	- 4/ General History, History & Geography, World History, & Government & Economics
Mathematics	- 4/ Algebra I & II, Geometry, Trigonometry, or Pre Calculus
Science	- 4/ Biology/Earth Science, Chemistry, & Physics
Health	(- .5)/JROTC
Physical Ed.	(– 2)/JROTC

Lang. Other than English	- 1/ Spanish
The Arts	- 1/ Visual Arts & Music/JROTC Band
Military(JROTC)	- 4 JROTC I, II, III, & IV
Maritime Internships	- 2 Summer Internship I, II, III, & IV

TOTAL - 24(Health and PE Included in JROTC)

The following choices will be available to the cadets at graduation:

- I. If successful in the College Now or AP college credits awarded at various Colleges and Universities,
- II. A standard diploma enabling a student to enter a College,
- III. A standard diploma with completion of an Army or Coast Guard Program and Training which allows the pay grade of E-3 if the cadet elects to enter the Military, and
- IV A standard diploma, which allows a graduate to compete in a global Maritime job market .

We will seek funding from the Department of Defense, DOD to support uniforms, textbooks, training aids, and a substantial portion of the instructor's salary. With DOD support, students will be provided with free uniforms and tuition free summer internships/camp experiences. The key founders have had considerable experience in leading JROTC units. General Marrero has a current federal charter for an Army National Defense Cadet Corps JROTC program and Dr. Lloyd Burkett has a federal charter for a US Naval Sea Cadet Program at a high school as an after school program. Both are confident of gaining federal charters for the JROTC units from DOD.

JROTC is a large, popular, 21st Century Learning Program that:

- Has a world class curriculum that employs student-centered learning,
- It teaches citizenship and leadership roles and subjects that align to national and state standards,
- It integrates current instructional and technology strategies and maximizes award winning multi-media curriculum,
- It offers college credit to cadets and instructors,
- It hosts quality competitions to motivate cadets, and
- It demonstrates the ultimate model of diversity.

For over two centuries the U.S. Coast Guard has safeguarded our Nation’s maritime interests in the heartland, in the ports, at sea, and around the globe. We protect the maritime economy and the environment, we defend our maritime borders, and we save those in peril. This history has forged our character and purpose as America’s Maritime Guardian — *Always Ready* for all hazards and all threats.

Today’s U.S. Coast Guard, with nearly 42,000 men and women on active duty, is a unique force that carries out an array of civil and military responsibilities touching almost every facet of the U.S. maritime environment.

Overview of the College Now and Advanced Placement Program

JSMC will fully participate in the College Now program that offers eligible students opportunities to advance college attendance in 17 City University of New York (CUNY) colleges while in High School.

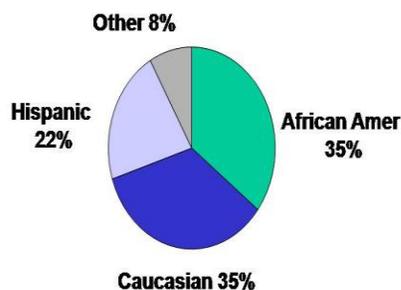
College Now offers many activities and opportunities:

- academic courses (both for high school and college credit)
- campus-based tours and cultural events, such as theater or dance performances
- exclusive scholarship offers

College is not just a continuation of high school. It pays to know what's ahead. By taking part in College Now you will become acquainted with the demands of college life and work before you get there. Research shows that this preparation does help: students who participated in College Now tend to do better than their counterparts once they are in college.

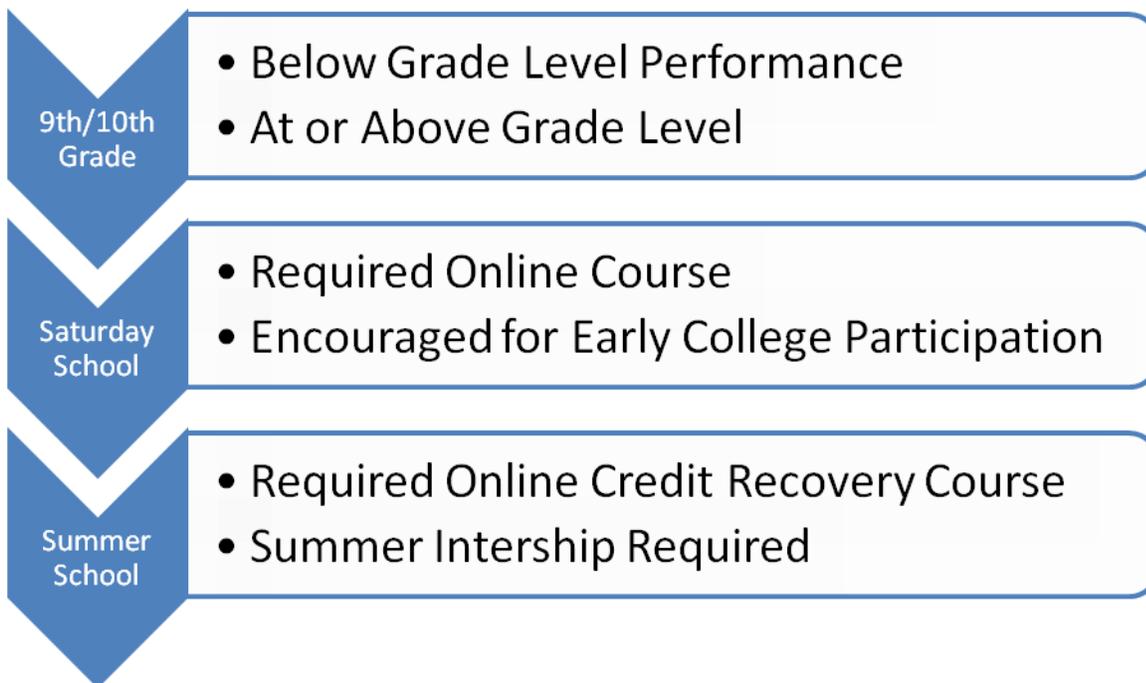
STUDENT SCHEDULES

JSMC is prepared to remediate students who enroll with below grade level credentials and accelerate students who are performing at or above a grade level. We will carefully review the Middle School records of all entering 9th grader to establish an Individual Learning Plan (ILP), sample in Appendix for each cadet. Entering ninth grade students performing below a grade level



are required to take courses in deficient areas through online Saturday School. Any student failing English, mathematics, science, or social studies is required to recovery the credit through an on-line summer school course. Students entering JSMC, performing on or above a grade level are encouraged to accelerate to become eligible for early college entrance through Saturday on line classes. Online tutorials are available to

JSMC students on 7/24 bases.



Strategies for Students ‘At-Risk’

The Charter School as noted above expects to enroll a student population gravely at-risk due to socio-economic factors and, in many cases, so neglected academically as to stand at-risk of permanent exclusion from prosperity and opportunity. We have designed our program in anticipation of fighting and winning the battle to ensure the success of every such child. Our students will come to us at-risk of, and in many cases manifesting, academic failure. We do not believe that, for at-risk students, catching up is good enough. Our program will remediate the effects of academic neglect, just as it will embrace our students’ ability and push them to excel.

The challenges of educating students at-risk of failure require programs that address a complex problem relentlessly and with a variety of tools can hope to succeed. The School, therefore, expects to implement a number of strategies, outlined below.

Incoming Baseline Assessment and Skill-Based Tutoring for All Students

Each student needs his or her unique profile of pre-existing skill deficits addressed immediately in order to hope to succeed but their needs are specific and discrete.

The School will allocate online enrichment classes during the first month of school to tutoring students in skill-specific sessions that will allow each child’s needs to be directly and effectively addressed within one month of the School opening. The School will develop and administer an assessment of approximately 20 core skills each in both math and language arts that students should have mastered. These are the skills most implicit in success in the entry-level grades. The

assessment will be administered to all students prior to matriculation and a unique profile of each student's skill deficits will be developed in an excel spreadsheet. During the first month of the school year, tutoring sessions will be offered (two per day) for each specific skill measured by the assessment.

Students will be assigned to online tutoring sessions according to their initial profile. Each tutoring session will focus on a single skill and will end with a post-assessment to measure student mastery. Students who do not demonstrate mastery after the tutoring session will receive further tutoring until they are able to do so.

Data Driven Teaching via Diagnostic Assessment

The OdysseyWare curriculum provides a rigorous online learning experience for K-12 grade students. It is an easy to use, comprehensive and engaging platform that allows a student to learn anywhere and at any time. The core curriculum includes over 50 grade-level courses and electives. This curriculum also includes an online translator so students can learn in their native languages for any of the common world languages.

Secondly, we both believe that every student is unique and learns differently. The OdysseyWare curriculum allows to provide an individual learning plan for each student. The curriculum provides individualized, enriched and varied instruction, all based on the students' needs and abilities. Teachers can instruct students at varying levels all at the same time, while providing individualized help to students in need. The curriculum includes audio and video files that enhance the learning process. Students can highlight words to hear their pronunciation or have a lesson read to them in their native language (again, in any of the common world languages). Video links allow students to visit historical sites or relive a historical event, science lab experiments are performed right in front of students, and students can also see geometric figures in 3-D form. "Tiny Tutors" are pop-up experts that explain difficult concepts or emphasize important lesson material.

The OdysseyWare curriculum also supports the need for regular measurable assessments, which are critical to ensuring proper student progress. OdysseyWare assists teachers and administrators with automatic grading, daily student lesson assignments and reporting. Nearly 90% of all student work is instantly graded, and the teacher is notified of any outstanding assignments or problems that may need attention. All assigned coursework is applied to a customizable school calendar that provides students with daily lesson goals.

The Charter School will use assessments and practices to develop a system that will allow its teachers and administrators to guide instruction through reliable, real time student performance data. Every several weeks, students will take an online assessment aligned to state standards and covering the portion of those standards taught over the previous weeks in reading and math. By disaggregating the results of these assessments according to students, teachers, test items and

grade levels, the School will constantly refine instruction and allocate resources such as tutoring and professional development effectively to those students and teachers who need them.

At-risk students in particular will benefit from this program since academic problems rapidly compound for such students. Un-mastered skills hamper a student's ability to grasp subsequent material and leads to a downward spiral that, if not quickly identified, can be almost irreparable for many students. The diagnostic assessment system will ensure that student who do not grasp the material are promptly identified before problems can compound and that teachers can be assured of the effectiveness of one lesson before moving on to the next.

More Time on Task

For at-risk students, for whom existing learning gaps mean more material to cover and for whom lagging reading skills in particular often slow progress in achieving mastery over material in all disciplines, more time on task is essential. Students will spend more quality time each day and each year studying core academic concepts, especially those in reading, writing and mathematics. With a longer school year and Saturday classes as defined in the cadet programs of rigorous, skill and content-rich instruction in core academic areas, students will benefit from more time allotted to critical areas than students in traditional public schools. When combined with highly effective teaching and school-wide systems to ensure effectiveness and efficiency of programs, this quality extra-time is likely to ensure strong achievement for all students, especially those who need it most.

School Culture that Drives Achievement

The presence of a school culture that instills effective habits of mind, develops strong character and reinforces productive behavior is perhaps the single most powerful driver of academic achievement for all students, especially those students for whom productivity and constructive habits have not been consistently reinforced by schools. There is a critical importance of building a school culture based on virtuous and constructive behavior and high standards. The School will teach character explicitly during homeroom, advisory or classroom time, and work to build a classroom environment that ensures that disruptive behavior—which amounts to robbing learning time from other students—is never tolerated.

Intentional Teaching of Study and Organizational Skills

Students need to learn not only subject matter, but study and organizational skills to enhance the learning of subject matter; for example, how to take notes in class, how to organize those notes and their materials in a binder, how to study for a test, how to hold an effective class discussion, how to organize information mentally and how to recall it. These critical skills form a foundation of process knowledge that enhance and reinforce academic achievement.

Students will be provided with a binder and dividers each year by the school. They will be taught a standardized way to organize the information within those binders. The maintenance of binders

and the explicit teaching of study skills such as how to take notes will be undertaken two days per week (more for those who need it; perhaps less for those who do not) during the last period of the day- the tutoring/enrichment block.

During these times students will learn to study for key exams by preparing for their first exams as a class. During homework block, students will begin their nightly homework in a structured, highly resourced and distraction-free environment where adults are available to help them begin their work. Teachers will reinforce expectations of study and organizational skills in class.

Tutoring

Tutoring of students individually and in small groups is a critical part of any program to address at-risk students. The lion's share of tutoring is required by those students who have the greatest learning challenges, who are farthest behind, and therefore, who should be served by the best and most qualified teachers. The most qualified teachers will tutor students and inefficiencies of information transfer will be all but eliminated.

Further, students will be assigned in consultation with a third party to keep tutoring sessions from becoming haphazard and lax and with specific learning goals in mind.

Additional types and venues for tutoring will also be available, through pull-outs and at other designated times during the day, but this adjustment to the teaching job description will ensure that the scope of high quality subject specific tutoring in the school will be greatly enhanced to meet the likely needs of at-risk students.

- **Block Scheduling of Classes and Students:** Classes are scheduled consecutively and students move together from class to class. The block typically consumes either the entire morning or afternoon. JSMMC teachers will decide how to use the block of class time. Block scheduling provides flexibility in class length, allowing classes to be scheduled, as needed, for more or less than one regular class period.
- **Common, Planning Time for Teachers:** Academy teachers meet daily or weekly to develop curricula, plan activities, and share reports of student problems and progress.
- **Occupational Focus:** The academy curricular and activities focus on careers associated maritime career fields. There is a sequence of courses and activities designed to acquaint students with the entire breath of the maritime career field and to provide work-related experiences through summer internships.
- **Integrated Academic and JROCT/Maritime Curricula:** Topics and projects cross individual course lines- the curriculum is integrated thematically by the academy's maritime occupation focus.
- **Reduced Student-Teacher Ratio:** Class sizes are small (typically 25 or fewer students), permitting greater attention for each student.
- **Business Partners:** Business assists in designing the academy program. They participate in setting goals, developing curricula, planning, and hosting activities, providing

workplace experiences, developing and renovating facilities, and providing classroom equipment. They may provide resources for the academy and identify and enlist other sources of support.

- **Integrated with JROTC:** Enrollment in either Army or Coast Guard is required for all students in the academy. JROTC personnel are integral members of the academy team, contributing to both planning and instructional process. JROTC and Maritime course is integrated with the NY standard academic curriculum.

JSMCC students and their parents are required to sign an agreement stipulating acceptable behavior.

Staff Development

JSMCC will provide its teachers with intensive staff training and professional development. Professional development plans will follow all state guidelines and ensure yearly focus on meeting state standards and implementing the School's Yearly Improvement Plan. Opportunities for professional development will be offered in the summer prior to the opening of school each year and also at points during the school year.

- A new staff development plan will be developed each year to reflect the changing needs identified in the school improvement plan. We will seek opportunities to share in staff development opportunities with other High Schools in District 22, New York Schools, Military Academies in New York and Military Charters across the nation. The JSMCC founders have paid a visit to Western New York Maritime Charter School (Buffalo) and will establish a formal partnership with them if the JSMCC charter is approved.

JSMCC first year staff development will include, but is not limited to the following topics:

- Team Building to Achieve Mission and Objectives
- Curriculum Integration and Pacing of New York Standards with JROTC, Maritime, Odyssey and AP Curricula
- Building a Caring and Nurturing School Community to Support At Risk Students
- A Review of Successes and Failures of High School Military Academies'
- Review of Best Practice in Online Distance Learning
- Using the Odyssey On-line Program for Formative and Summative Assessments
- Developing the Individual Student Learning Plan
- Serving the Need of Special Education and ESL Students
- Developing Maritime Summer Internship Career Opportunities
- End of the Year Program Review and Accountability Plan
- Developing a Yearly School Improvement Plan

Assurance If JSMCC is granted a charter we expect to adhere to all requirements of Article 56.

