



RALPH R. MCKEE CAREER & TECHNICAL HIGH SCHOOL

2009-2010 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 31R600
ADDRESS: 290 ST. MARKS PLACE
TELEPHONE: 718-420-2600
FAX: 718-981-8776

TABLE OF CONTENTS

*As you develop your school’s CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE 3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE..... 4

SECTION III: SCHOOL PROFILE 5

Part A. Narrative Description 5

Part B. School Demographics and Accountability Snapshot 7

SECTION IV: NEEDS ASSESSMENT 10

SECTION V: ANNUAL SCHOOL GOALS 20

SECTION VI: ACTION PLAN 24

REQUIRED APPENDICES TO THE CEP FOR 2009-2010..... 69

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM..... 70

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....Error! Bookmark not defined.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION 70

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS 70

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)..... 140

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)..... 141

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS..... 142

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10.... 160

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 31R600 **SCHOOL NAME:** Ralph R. McKee Career & Technical H.S.

DISTRICT: 31 **SSO NAME/NETWORK #:** Empowerment 6

SCHOOL ADDRESS: 290 St. Marks Place, Staten Island, NY 10301

SCHOOL TELEPHONE: 718-420-2600 **FAX:** 718-981-8776

SCHOOL CONTACT PERSON: Sharon A. Henry **EMAIL ADDRESS:** Shenry2@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Carol Starkey</u>
PRINCIPAL	<u>Sharon A. Henry</u>
UFT CHAPTER LEADER	<u>Jay Coppi</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Patricia Manley</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u>Tyreek Penn</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Margaret Schultz</u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Sharon A. Henry	*Principal or Designee	
Jay Coppi	*UFT Chapter Chairperson or Designee	
Patricia Manley	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tyreek Penn	Student Representative, if applicable	
Mark Beyer	SLT Chairperson	
Carolyn Starkey	COSA	
Sonia Fields	Teacher	
Meryl Sheridan	Teacher	
Robert Johnson	Parent	
Manny Innamorato	Parent	
Ansley Saab	Student	
Mary McVey	Parent Coordinator	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Vision Statement:

Learning is key at McKee. We believe in the 4R's:

- Relationships
- Relevance
- Rigor
- Results

Our vision is to foster an enriching environment where all staff, parents and students are committed to excellence. We are prepared to provide our students with the vital resources that will enable them to become adaptive, productive life-long learners and earners in an ever-changing society. Through networking and the application of advanced technological skills, career opportunities will be expanded and long-term partnerships between the business community and our students will be cultivated.

Mission Statement:

We, the members of the McKee Community believe that through our actions, heart, drive, spirit, tenacity; we can develop meaningful connections between theory and the application of learning. We believe in using data informed decision making to enhance accountability. We believe that our thirst for knowledge will show all those who enter the doors that learning is key at McKee.

We offer a journey to the future through a challenging academic curriculum as well as career preparation. Imagine a freshman year exploring many Career/Technical courses that immerse students in both hands-on projects and theoretical content. Using the most updated, state-of-the-art equipment, Ralph R. McKee Career and Technical High School highly motivates pupils to reach their potential. One of the vital initiatives is to impress upon students the importance of pursuing their college dream to further their Career/Technical knowledge. We offer workforce partnerships in Construction, Metropolitan Transit Authority (MTA), BMW, Deloitte & Touche, Con Edison and many more. Learning in our small environment can offer unlimited opportunities.

Students at McKee are prepared and encouraged to participate in community activities both in school and within the community. The student council is active in its advisory capacity with the school's principal, Sharon Henry. In addition, they are members of the Superintendent's Student Council and the Chancellor's Advisory Council. Furthermore, our students serve as volunteers for the Penny Harvest for the Homeless, African Relief Fund, Brooklyn/Staten Island Blood Center Blood Drive, Project Hospital/Poor Peoples Dinner, Toys for Tots, the March of Dime, NYC Marathon and the Tunnel to Towers Run.

Special programs available to students include:

Senior Citizens Outreach Program: Cosmetology students provide salon services on a weekly basis to senior citizens as their nursing homes in our school shops.

National Urban League Partnership: Students participate in an after-school program that provides academic education and college access programs; tutoring; and recreational activities.

Conflict Resolution and Mediation (Leadership Program): Students participate in training for violence prevention. They learn new communication techniques and apply them to real life situations.

School-to-Career Center: Students will gather information about career options, apprenticeship programs post-secondary opportunities in technical programs and colleges by using computers and catalogues. They can practice skills such as interviewing, writing resumes and application writing and completing applications with the guidance of trained counselors. Guest speakers are brought in from business, trades, career schools, technical and peer-intervention.

Technology Program: The CISCO internet-working program is to train students in the theories of networking, computer construction, troubleshooting and repair. After completion of this program, students may take a CISCO Networking Associates exam which will certify them as trained computer repair technicians.

Apprenticeship Opportunities: Companies such as Con Edison and Xerox have an ongoing recruitment for June graduates. Apprentices will be selected based on recommendations of their career subject teachers.

Construction Skills 2000: Seniors are eligible to participate in this apprenticeship program through internships in the various trade areas.

ACE: Mentorship Program.

Pencil Partnership: Professionals within the field of business, finance, construction, electrical engineering send speakers to motivate, encourage and inspire students to see the path from secondary school to post-secondary experiences.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Ralph R. McKee Career & Technical High School				
District:	31	DBN #:	31R600	School BEDS Code #:	35310011600

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<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	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment: General Ed				Attendance: wo/LTAs					
(As of October 31)	2007	2008	2009	(As of June 30 – % of days students attended)	2007	2008	2009		
Pre-K					90.1	88.5	89.3%		
Kindergarten									
Grade 1				Student Mobility:					
Grade 2				(% of Enrollment as of June 30)	2007	2008	2009		
Grade 3					N/A	N/A	N/A		
Grade 4									
Grade 5				Eligible for Free Lunch:					
Grade 6				(% of Enrollment as of October 31)	2007	2008	2009		
Grade 7									
Grade 8									
Grade 9	239	223	229	Students in Temporary Housing:					
Grade 10	194	187	194	(Total Number as of June 30)	2007	2008	2009		
Grade 11	93	111	128		NA	4	4		
Grade 12	104	103	105						
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)	2007	2008	2009		
Total: General Ed	630	624	656		2	1	0		
Special Education Enrollment:				Suspensions:					
(October 31)	2007	2008	2009	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2007	2008	2009		
Number in Self-Contained Classes	109	106	103						
No. in Collaborative Team Teaching (CTT) Classes	9	12	18	Principal Suspensions	136	154	182		
Number all others				Superintendent Suspensions	18	15	12		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2007	2008	2009
(October 31)	2007	2008	2009	CTE Program Participants	501	546	480
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	22	31	29	Number of Staff:			
# ELLs with IEPs	4	9	11	(As of October 31; includes all full and part-time staff)	2007	2008	2009
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	58	59	50
				Number of Administrators and Other Professionals	7	7	6
Overage Students:							
(# entering students overage for grade as of October 31)	2007	2008	2009	Number of Educational Paraprofessionals	14	13	14
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2007	2008	2009
(% of Enrollment as of October 31)	2007	2008	2009	% fully licensed & permanently assigned to this school	58	56	49
American Indian or Alaska Native	3	0	0	Percent more than two years teaching in this school	84%	97%	98%
Black or African American	311	287	320	Percent more than five years teaching anywhere	90%	92%	94%
Hispanic or Latino	227	225	219				
Asian or Native Hawaiian/Other Pacific Isl.	31	36	35	Percent Masters Degree or higher	47%	97%	98%
White	175	163	165	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	84%	89%	91%
Multi-racial	NA	0	20				
Male	512	506	536				
Female	250	236	223				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2008-09):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	In Good Standing
	Math:		Math:	In Good Standing
	Science:		Grad. Rate:	57%

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				√	√	74%
Ethnicity						
American Indian or Alaska Native				N/A	N/A	
Black or African American				√	√	
Hispanic or Latino				√	√	
Asian or Native Hawaiian/Other Pacific Islander				N/A	N/A	
White				√	√	
Multiracial				N/A	N/A	
Other Groups						
Students with Disabilities				N/A	N/A	
Limited English Proficient				N/A	N/A	
Economically Disadvantaged				√	√	
Student groups making AYP in each subject				6	6	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	74.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	10	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	18.6	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	42.6	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	Well Developed

Note: Progress Report grades are not yet available for District 75 schools.

Section IV: Needs Assessment

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, summarize in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

- Concerted efforts were made to improve the teaching capacity in the area of literacy through identification of the primary skill needed to be acquired by students. This was determined from the proliferation of data inquiry teams within each subject area.
- Set the measurable target that defines whether we have met our goals.
 - New York State Regents
 - Principal Performance Review Goals and Objectives
 - Development of SMART Goals linked to 1 annual goal in the CEP in each academic discipline.
- Literacy infused in all academic and career and technical subject areas
- Developed and incorporated explicit instruction strategies in instructional technology.
- The staff differentiates instruction to infuse literacy skills across career and technical subject areas and academic subject areas.
- Concerted efforts were made to analyze data, set goals, plan and implement instructional programs for students who perform at levels 0-4 subgroups.
- Developed staff capacity to make data informed decisions about standards, curriculum, and lesson plan; to evaluate and coach new teachers; to evaluate and coach students to reach their potential through small group workshops and joint department conferences.
- Data Inquiry Team turnkey ITT Tools at faculty conferences and department conferences – October 2008 – 2009.
- 75% of class work/extended task work and portfolio work meeting rubric
- 75% students increased in one or more benchmark levels.
- Concerted Efforts were made to provide a clean, safe, and orderly educational facility conducive to learning.
- Created and maintained school safety plan and emergency evacuation plan for the safety of all students during any and all crisis situations.
- Enhanced the steps of progressive discipline.
 - Students trained as peer mediators conducting mediation which are logged.
- Created, organized and maintained attendance procedures to promote a consistency in instruction for all students and by the staff.
 - Attendance meetings focused on implementing and improving techniques to capture attendance: iLogs, home visitations, dissemination of procedures and codes within ATS
- Developed a culture of success, credibility, and trust with the community, students, parents and staff.

- The school maintained an up-to-date web page and blog sites highlighting but not limited to progress report, PTA, school councils, alumni association, staff members, school themes where applicable, sports schedules.
 - Ralph McKee High School website:
 - * <http://www.mckeeeths.org>
 - Ralph McKee High School blog:
 - * <http://mhs5.blogspot.com>
 - Ralph McKee High School scholarship blog:
 - * <http://mckeemoney.blogspot.com>.
 - Ralph McKee wiki websites:
 - * <http://mshenry2.wikispaces.com>
 - * <http://rmhs-projects.wikispaces.com>
- The School reached out to parents to increase parent involvement.
 - PTA newsletter
 - Ongoing collection of emails by the parent coordinator
 - Targeted coordination of large events with PTA meetings: Open School Conferences
 - College Tours with parents as additional chaperones.
- Developed a system of obtaining grants and gifts for the school in order to meet the needs of all students and provide the type of services that will increase visibility, and support.
 - Grant proposal submitted to Staten Island Foundation.
 - Grant proposal submitted to Verizon for Robotics.
 - Grant proposal: After School Intervention Center - awarded.
- Developed and provided students with a performing arts/career & technical education.
 - Creation of a music appreciation program.
 - ACE Mentorship Program for 11 students.

Aids to the school's continuous improvement:

- As a Career and Technical Education School students see the connection between their academic studies and acquiring the skills to excel in the chosen studio.
- Students are exposed to the latest industry standard equipment and skills.
- Exploration and solicitation of participants in either the PENCIL Partnership Program or on a CTE Advisory Board made up of a panel of business people who can provide access to internships and apprenticeships for McKee High School.
 - Valarie Contrino – Principal for a Day
 - Maria Zwickert – CISCO representative
 - Albert Garcia – Northeastern Regional CISCO Director
- Mock quality review walk-through conducted by the principal and assistant principal within each subject area.
 - Quick observations that specifically target the rubrics identified in the Quality Review with the pedagogical practices observed in the classroom.
 - Opportunity for teacher self assessment and plan for targeted improvement in interactive strategies that addresses the different learning styles of the students, interdisciplinary connections, and implementation of data to more effectively create needs based grouping.
 - Opportunity for low inference observations that inform the pedagogical practice that needs improvement, modeling and revisiting.
 - From the debriefing sessions professional development workshop generated based upon teacher requests and needs that will improve classroom instruction and impact on student outcomes.

- Data Inquiry Team proliferation:
 - Use of ARIS and ARIS Connect to track the instructional improvement practices that are developed by inquiry teams reflective of the departments in the school: CTE, social studies, English, math, science, guidance, and physical education
 - Formation of study groups to analyze the target population within each subject area inquiry team and the conditions of learning:
 1. Identification of standard to goal and skill.
 2. Identification of across the discipline skill and sub-skill
- Programs of innovation that help address the needs for different populations within the school:
 - Implementation of AVID for the incoming class of freshman, 2009 that will create a learning community to instruct, guide and monitor the progress of 27 students
 1. Attendance by the block of 7 teachers to ongoing professional development throughout the school year
 2. Tutors from St. Johns University
 - Dedicated space part of the day at McKee High School for a St. John's University professor to conduct a class for the college students who serve as tutors to the AVID students
 3. Tutors from CSI
 - ELL Success Grant that will use the educational software, Rosetta Stone, to help enhance and enrich the English language acquisition of foreign born students or English as a Second Language students.
 - Use of blogs as instructional tool and source of online communication with both students and parents regarding: curriculum, homework, projects and progress reports
- Participating in The College of Staten Island's Liberty Partnerships Program: ***Dream Academy***
 - *Provide funding and collaborative opportunities for basic and advanced academic skills development through special classes and tutorial services; educational, personal and family counseling; career and college exploration activities; mentoring; and a variety of enrichment activities for students enrolled in grades 9, 10, 11 and 12.*
 - *Two Interns per school will provide the above services to students based on their needs.*
 - *Student needs shall be identified through recommendations from the school, information learned from tests, transcripts and attendance history.*
 - *Conduct a summer program at the College of Staten Island campus, which includes instructional, academic support service and enrichment activities.*
- UFT Teacher Center. It is a comprehensive professional development program. Our teacher Center Coordinator works closely with the UFT Teacher Center Representative for New York City, Libby Gershantsky. The UFT Teacher Center's professional development activities are created to deepen content knowledge and enhance pedagogical skills. Teachers then turnkey these instructional practices walk-throughs, intervisitations, and sharing best practices in study group and data inquiry team meetings.

**UFT Teacher Center Professional Development
Offerings for 2009- 2010**

TITLE OF OFFERING	PARTICIPANTS	DATES	MONEY SAVED TO MCKEE HIGH SCHOOL
Differentiated Instruction in the Content Area to Support ELLs	Mr. Hatton	November 17, 2009	\$ 200.
Instructional Technology Integrating Technologies to Support 21 st Century Learners	Mr. Agius	November 4, 2009 November 18, 2009	\$ 400.
Teaching American History Retreat	Gerard Hatton Mitch Cohen	November 5, 2009 December 8, 2009 February 27, 2010 March 24, 2010 May 15, 2010	
TCI History Institute	Gerard Hatton Steve Chandler	January 7, 20010	\$ 400.
Strategies for the Inclusive Classroom	Mark Lamberti	October 27, 2009 December 1, 2009	\$ 400.
Integrated Co-Teaching Services	Frank Marelli Russell Agius	March 26, 2010 April 22, 2010	\$1000
Designing Effective Units in the HS English Language Arts Classroom	Stephanie Vlachos	March 19, 2010 April 2, 2010 May 7, 2010	\$ 900.
TC Institute	Mitch Cohen Gerard Hatton	Monthly throughout Spring Semester	
Total			\$3,300.

Section IV: Needs Assessment

Barriers to the school's continuous improvement:

- Projected budget constraints which will force class size to be 30 for CTE classes and 38-40 for general education classes from loss of teachers.
 - Compromises the viability of differentiated instruction as size of class mitigates the type of grouping and cooperative learning set ups that can occur in an orderly, effective manner
 - Compromises replacement of teachers who are retiring at the end of the year with hiring of Highly Qualified Teachers due to lack of funds
 - Compromises the funding for collaborative planning time
 - Compromises the funding for double period classes in which there is connection between an academic subject area and a CTE studio:
 - English and Graphics
 - Math and Drafting
 - Math and Automotive Technology
 - Science and Architecture
- Use of Children First Intensive website, which is not user friendly.
 - There are issues with being able to smoothly log-on to the layout of the tabs as teams enter their information within the tables.
 - There is a learning curve in which teachers who are part of the data inquiry teams for their department must incorporate logging their findings onto the website.
- Use of ARIS Connect by the data inquiry teams. There is a learning curve in which teachers who are part of the data inquiry teams for their department must upload their findings onto the website.
 - This will require teachers having time to meet with their colleagues in the day to turnkey how to store information on free file storage systems and then upload the projects onto the ARIS Connect website.
 - The Proposal for a Modification of the Spring 2010 Bell Schedule will have to be approved by the process of SBO. This procedure means many stakeholders will have to be on board: the UFT chairperson, the staff, and the UFT representative for Staten Island. Click [here](#) to access the proposal.

Health and Physical Education

Aids to the school's continuous improvement:

- Support to the school from "councilmatic" funds have provided opportunity to develop a new curriculum unit for the Health class focusing on Teen Age Pregnancy Prevention
-

Barriers to the school's continuous improvement

Physical Facilities:

- Undersized gymnasium and large classes discourage students from changing for PE class

- Insufficient locker room space and broken lockers discourage students from getting prepared for PE class
- Undersized, outdated weight room located on the 3rd floor

Security

Aids to the school's continuous improvement:

- Support from the ISC to continue the After School Intervention Center
- Development of a Peer Mediation Program
- Violence Prevention funds

Barriers to the school's continuous improvement:

- More opportunities (Professional Development, Mediation training) for the staff are needed to encourage reflection regarding the root cause of student/teacher conflict
- Budget deficits impede progress in the development of a Peer Mediation program

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year’s school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school’s continuous improvement?

English Language Arts

The current vision of the English Department focuses upon passing the New York State ELA Regents examination with a 65 or higher in a timely fashion. Utilizing prep courses, the dramatic arts, high interest texts and films, and the parent outreach initiative to ensure a high participation rate, you have shown that this vision can indeed become a reality. Additionally, you have created a course dedicated to the film and dramatic arts for those students who pass the ELA Regent and move out of the test preparatory sequence.

With regard to the 2009 Cohort, our seniors, the June 2009 ELA Regents continues a time of unparalleled success in the history of McKee High School’s English Department. A Pax Romana of student success and department cooperation, this spring marked the smallest amount of students scheduled for the ELA regents since the implementation of NCLB. Of the 139 students of the 2009 cohort who sat for the exam, 105 passed with a 65% or higher with 8 students achieving the highest benchmark of 85-100. Constituting a **76% passing rate**, only 10 students in the entire school failed the exam. Upon the successful conclusion of this upcoming academic year, **these results will continue to keep McKee High School from the School In Need of Improvement (S.I.N.I.) list. This four –year initiative and its windfall of success in regard to level 1 and 2 student success has never been recorded in Staten Island High School history and will stand as a testament to Mr. O’Brien’s vision and the hard work and dedication of the McKee English Language Arts Department.**

English Cohort All students		
ALL STUDENTS		
Grade	Number	Percentage
85-100	8	5.76%
65-84	97	69.78%
55-64	14	10.07%
0-54	10	7.19%
NOT TESTED	10	7.19%
TOTAL	139	100%

PI= 161.15

ELA Black Students		
ALL STUDENTS		
Grade	Number	Percentage
85-100	4	6.35%
65-84	41	65.08%
55-64	7	11.11%
0-54	4	6.35%
NOT TESTED	7	11.11%
TOTAL	63	100%

PI= 153.97

ELA Hispanic Students		
All Students		
Grade	Number	Percentage
85-100	1	2.63%
65-84	31	81.58%
55-64	4	10.53%
0-54	0	0.00%
NOT TESTED	2	5.26%
TOTAL	38	100%

PI= 178.95

ELA White students		
All Students		
Grade	Number	Percentage
85-100	2	6.45%
65-84	21	67.74%
55-64	4	12.90%
0-54	4	12.90%
NOT TESTED	0	0.00%
TOTAL	31	100%

PI= 161.29

From:

McKee High School -Performance Index for English for 2004-2007															
2004-2005 Performance						2005-2006 Performance					2006-2007 Performance				
Student	# of	Perf.	Eff.	Made	%	# of 2002	Perf.	Eff.	Made	%	# of 2003	Perf.	Eff.	Made	
Accountability	2001	Index	AMO	AYP	Inc.	Cohort	Index	AMO	AYP	Inc.	Cohort	Index	AMO	AYP	
Groups	Cohort	2004-05				2005-06					2006-07				
All Students	96	152	138	Y	15.15	116	174	144	Y	14.47	138	173	150	Y	
Students with Disabilities	12					18					23				
Amer.Indian/Alaska Native	0					0					1				
Black	36	128	132	II	4.07	46	167	140	Y	30.47	57	167	150	Y	
Hispanic	28					24					42	171	144	Y	
Asian or Pacific Islander	5					7					5				
White	27					35	183	138	Y		34	182	143	Y	
ELL's	2					2					5				
Econ. Disadvantaged	38	150	132	Y	21.95	19					N/A				
Final AYP Determination				II					Y					Y	

After these test administrations, **you have reached and surpassed AYP for all subgroups.** This upward trend continues even amid the rising numbers of level 1 and 2 and Special Education students in the cohort. The total students in the cohort that you are responsible for have grown by 43 students since 2004-2005 alone.

In our Black subgroup, 45 of the 63 students passed the exam with a 65 or higher constituting an 71.4% passing rate and a 83% passing percentage for students earning a 55 and higher. 4 of these 63 students scored higher than an 85 on the exam!

In our Hispanic subgroup, 32 of the 38 (84.2% passing rate) students passed the exam with a 65 or higher and a 95% % passing rate for students in the 55 and higher category. 1 of these students scored in the prized 85-100% category. Never before in McKee history has the Hispanic subgroup achieved such unparalleled success in NCLB performance index than in the last six testing administrations. We hope to continue this increase in performance in the years to come.

In our White subgroup, 23 of the 31 students passed the exam with a 65 or higher constituting a 74% passing rate with an 87% passing rate for 55 and above. Of these 31 students, 2 scored in the 85-100% category.

This spring, we analyzed where these students went wrong on this exam and provided the necessary support in the form of a Regents Preparation class dedicated to honing our students' skills. Additionally, we turned our attention to the 2010 and 2011 cohorts and pushed their participation and success to the forefront of our agenda. According to our calculations that will be affirmed by the updated RCOS report, we believe the passing rate will climb to **76% for students passing with a 65% or higher and an 86% passing rate for students in the 55 and higher category for members of the 2009 cohort.**

Although we achieved some fantastic results, there is still much more work left to do. We must now stay focused and begin to address the Regents exam as early as our students' first semester in high school to ensure their continued success. Additionally, this summer and fall we will target those students who were absent for this June's exam and schedule academic support services and intensive tutoring so that they too may share in this rising trend. By providing academic support services and making our student body aware of the tasks and challenges of the exam and its subsequent importance, we can make a difference now before it is too late.

Upon the successful conclusion of this upcoming academic year, **these results will continue to keep McKee High School from the School In Need of Improvement (S.I.N.I.) list. This four –year initiative and its windfall of success in regard to level 1 and 2 student success has never been recorded in Staten Island High School history and will stand as a testament to Mr. O'Brien's vision and the hard work and dedication of the McKee English Language Arts Department.**

English Cohort All students		
ALL STUDENTS		
Grade	Number	Percentage
85-100	30	19.87%
65-84	97	64.24%
55-64	11	7.28%
0-54	8	5.30%
NOT TESTED	5	3.31%
TOTAL	151	100%

PI= 175.50

ELA Black Students		
ALL STUDENTS		
Grade	Number	Percentage
85-100	11	17.74%
65-84	42	67.74%
55-64	4	6.45%
0-54	4	6.45%
NOT TESTED	1	1.61%
TOTAL	62	100%

PI= 177.42

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Mathematics

- By June 2010, there will be a 5% increase in the performance index in Mathematics for All Students, Black, Hispanic, Economically Disadvantaged and Special Education students in the 2010 school accountability cohort for students who meet or exceed AYP in each respective subgroup.
- By June 2010, all Mathematics teachers will be able to analyze data from ARIS to create tiers to improve students' achievement in mathematics.
- By June 2010, all 9th and 10th grade teachers will utilize the online Acuity assessments to benchmark their students' short and long term goals for Integrated Algebra.
- In alignment with the Principal's Performance Review of 2009-2010, we have to improve our students in the lowest third passage rate on the Algebra 1 Regents. The measurable objective will be to increase the performance of students in the lowest third scoring on the Integrated Algebra Regents examinations by 5% or 9 students (180 students in the lowest one third that are below level 3).

English Language Arts Department

- By June, 2010 the English Language Arts Department will be receiving professional development in the use of ARIS and Kaplan Lesson Bank through seasonal conferences. These conferences include Winter (December, 2009) Spring (March, 2010) Summer (June, 2010) and Fall (October, 2010). During these sessions, teachers will learn how to not only access ARIS and Kaplan Lesson Bank, but examine their class' data from the ARIS my students portal. Additionally teachers will be able to access student decile data. Teachers will then learn how to use that data by using strategies such as: Student Vocabulary Acquisition and Academic Language (January, 2010), Decile Pairing (February, 2010), Performance Series-Based Instruction (March, 2010) NCLB Sub Group AYP Forecasting (April, 2010) and Student Transcript Guidance (June, 2010). By identifying students in the most need and establishing goals for accelerating the learning of each student, the ELA department will ensure an increase in student performance. This goal will be measured by classroom scholarship and advancement, achievement on the January and June ELA Regents Examination and Graduation Rate

- By June 2010, there will be a 5% increase in the number of 9th and 10th grade students demonstrating improved reading and writing skills based upon the use of **differentiated instruction** and academic scholarship.
- By June 2010, there will be a 5% increase in the number of English Language Learners who obtain proficiency in English as measured on the Spring 2010 NYSESLAT Exam through the use of QTEL Strategies, Apple Technologies, Literacy and Kaplan Test Taking Strategies.
- In alignment with the Principal's Performance Review of 2009-2010, we have to improve our students in the lowest third passage rate on the English Language Arts Regents. The measurable objective will be to increase the performance of students in the lowest third scoring on the English Language Arts (ELA) Regents examination by 5% or 9 students (180 students in the lowest one third that are below level 3).

Science

- By June 2010, there will be a 5% increase in the number of 9th grade students who earn credits in Living Environment as measured by the scholarship report.
- By June 2010, there will be a 5% increase in the number of students pass the Living Environment Regents with a 65 or higher.
- By June 2010, there will be a 5% increase in the number of 10th and 11th grade students who pass the Earth Science Regents and Chemistry Regents exam with a 65 or higher.
- By June 2010, there will be a 5% in the number of students taking Physics as a fourth year of science.
- In alignment with the Principal's Performance Review of 2009-2010, we have to improve the lowest third passage rate on the Living Environment Regents. Our measurable objective will be to increase the performance of students in the lowest third scoring on the school's lowest third scoring at level 3 or better on the Living Environment Regents by 5% or 9 students. (180 students in the lowest one third that are below level 3).

Career and Technical Education

- By June, 2010 there will be a 5% increase in the passing rate in scholarship of students all students in CTE Sequential courses of study.
- By June, 2010 the CTE Department will be receiving professional development in **the use of data** through seasonal and/or monthly conferences including **Winter (December, 2009) Spring (March, 2010) Summer (June, 2010) and Fall (October, 2010)**.
- By June 2010, there will be a 5% increase in the number of 9th and 10th grade students demonstrating improved reading and writing skills based upon the use of **differentiated instruction** and academic scholarship. This will be measured by periodic assessments within each grade level and student performance in academic scholarship.

- By June 2010, there will be a **5%** increase in the number of 12th grade students receiving CTE endorsements as evidenced by the increasing performance on industry based technical assessments.

Social Studies

- By June, 2010 the Social Studies Department will be receiving professional development in the use of ARIS and the ITT tool through seasonal conferences. These conferences include Winter (December, 2009) Spring (March, 2010) Summer (June, 2010) and Fall (October, 2010). During these sessions, teachers will learn how to not only access ARIS and the ITT Tool, but examine their class' data from the ITT Tool Sandbox. Additionally teachers will be given handouts with student decile data. Teachers will then learn how to use that data by using strategies such as: Student Vocabulary Acquisition and Academic Language (January, 2010), Decile Pairing (February, 2010), Social Studies Performance Series-Based Instruction(March, 2010) and Student Transcript Guidance (June, 2010). By identifying students in the most need and establishing goals for accelerating the learning of each student, the SOCIAL STUDIES department will ensure an increase in student performance. This goal will be measured by classroom scholarship and advancement, achievement on the January and June SOCIAL STUDIES Regents Examinations and Graduation Rate
- By June 2010, there will be a 5% increase in the number of 9th and 10th grade students demonstrating improved reading and writing skills based upon the use of **differentiated instruction** and academic scholarship.
- By June 2010, there will be a 5% increase in the number of 10th grade students demonstrating improved reading and writing skills based upon academic scholarship. There will also be a 5% increase in the number of students who receive a 65 or higher on their final exam based upon Parts I and II and III of the Global History and/or the US History Regents Exams.
- In alignment with the Principal's Performance Review of 2009-2010, we have to improve in the lowest third passage rate on the U. S. History Regents. Our objective will be to increase the performance of students in the lowest third scoring on the school's lowest third scoring at level 3 or better on the U. S. History Regents by 5% or 9 students. (180 students in the lowest one third that are below level 3).

Health and Physical Education

- Literacy will be infused in the Health and PE classes.
- Health and Physical Education teachers will look at data and plan interventions for students who are borderline.
- Health and PE teachers will differentiate instruction based on student interest and fitness gram data.
- Physical Education classes will provide a clean, safe and orderly educational facility conducive to learning.
- PE teachers will take steps to reduce cutting (decrease 5% for the year) in PE and Health classes.

Security

- To provide a clean, safe, orderly and respectful school environment, conducive to learning. Create and maintain a School Safety Plan and emergency plans for all students and staff and all crisis situations and building concerns.
- To collaborate with other departments at McKee High School to better serve students and increase parental outreach. To develop, refine and use protocols to routinely collaborate with Guidance and content area departments.
- To improve the instructional components at the After School Intervention Center enrichment and differentiation of the activities at the After School Intervention Center.
- To develop a culture of success, credibility, and trust between and among parents, students and Deans' Office. The Deans Office will reach out to parents and treat all students and staff respectfully while empowering all constituents.

Library

- Committed school-based funding for the Library to regain online access to *World Book Online*, *Britannica Online Reference Database*, EBSCO's *Science Reference Center* and *Country Reports*.
- Faculty becomes familiar with and integrates the print and online resources into the classroom agenda.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 5% increase in the performance index in Mathematics for All Students, Black, Hispanic, Economically Disadvantaged and Special Education students in the 2010 school accountability cohort for students who meet or exceed AYP in each respective subgroup.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>These students will be targeted by utilizing ARIS to analyze their progress in Mathematics. Based on this data, students will be provided with intensive value added class services such as: double period ME43/ME44 class, College Now Math class, in school tutoring and after-school CBO tutoring. Students will be taught how to utilize test taking strategies and explore various problem solving methods to improve their scores on the Integrated Algebra exam. Students will also extensively use the graphing calculator. Measures of success include a 5% increase in scholarship and a 5% increase on the Acuity predictive exam taken in November 2010 (January Regents) or April 2010 (June Regents). Responsible staff members include Ms. Kish-Martinez, Assistant Principal of Mathematics, Ms Henry, Principal and the McKee High School Mathematics department.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Ms. Kish-Martinez, along with the Mathematics department, will collect both quantitative and qualitative data to strategically implement skill based lessons that address skill deficiencies. Ms. Kish-Martinez will also head the 2010 Cohort Initiative targeting at risk seniors who have yet to pass the Integrated Algebra Regents exam.</p>

	<p>The budget will be used to program students into classes that target students in the lowest third for Algebra Regents prep.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Success will be measured by the scores on the diagnostic and predictive Acuity assessments administered in November, March and April, Integrated Algebra Regents, short and long term departmental goals and benchmarks and the information found in the subsequent ARIS and RCOS reports in June, 2010.</p> <p>We project a 5% increase in the performance index for All Students, Black, Hispanic, Economically Disadvantaged and Special Education students in the 2010 school accountability cohort for students who meet or exceed AYP in each respective subgroup.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all Mathematics teachers will be able to analyze data from ARIS to improve students' achievement in mathematics. Teachers will receive professional development in the how to utilize data in Department Conferences in the Fall 2010 and Spring 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will continue to analyze ARIS results on a class level and an individual student level. Teachers will continue to identify student weaknesses in the skill areas and assign individualized assignments that are tailored to the individual students. Teachers will continue to remediate deficiencies based on the results of these interim assessments. In the October 2009, teachers learned how access the new and improved features on ARIS and the ITT Tool to examine the student level and class data. Teachers will continue to analyze the ARIS data to determine how to differentiate instruction in math to maximize student learning.</p> <p>In November 2009, teachers will analyze data from the subgroups in NCLB to determine if the various subgroups are achieving the effective AMO for the Cohort 2010. By identifying students in the most need and establishing goals for accelerating the learning of each student, the Math Department will ensure an increase in student performance. Responsible staff members include Ms. Kish-Martinez, Assistant Principal of Mathematics, Ms. Henry, Principal and the McKee High School Mathematics department.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Ms. Kish-Martinez, along with the Mathematics department, will continue to collect both quantitative and qualitative data to strategically implement skill based lessons that address skill deficiencies. Ms. Kish-Martinez will also head the 2010 Cohort Initiative targeting at risk seniors who have yet to pass the Integrated Algebra Regents.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>This goal will be measured by a 5% increase in teachers using ARIS, tailoring pacing guides, and differentiating instruction. As teachers continue to use the data from ARIS to make instructional decisions, we expect an improvement in classroom scholarship and credit accumulation. This will be measured by workshop evaluations and formal/informal conversations/observations between faculty and administration.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all Mathematics teachers will be able to analyze data from Acuity to improve students' achievement in mathematics. Teachers will receive professional development in the how to utilize data in Department Conferences in the Fall 2010 and Spring 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will continue to analyze Acuity results on a class level and an individual student level. Teachers will continue to identify student weaknesses in the skill areas and assign individualized assignments that are tailored to the individual students. Teachers will continue to remediate deficiencies based on the results of these interim assessments. In the October 2009, teachers learned how access the new and improved features on ARIS and the ITT Tool to examine the student level and class data. Teachers will continue to analyze the Acuity data to determine how to differentiate instruction in math to maximize student learning.</p> <p>In November 2009, teachers will analyze data from the subgroups in NCLB to determine if the various subgroups are achieving the effective AMO for the Cohort 2010. By identifying students in the most need and establishing goals for accelerating the learning of each student, the Math Department will ensure an increase in student performance. Responsible staff members include Ms. Kish-Martinez, Assistant Principal of Mathematics, Ms. Henry, Principal and the McKee High School Mathematics department.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Ms. Kish-Martinez, along with the Mathematics department, will continue to collect both quantitative and qualitative data to strategically implement skill based lessons that address skill deficiencies. Ms. Kish-Martinez will also head the 2010 Cohort Initiative targeting at risk seniors who have yet to pass the Integrated Algebra Regents.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>This goal will be measured by a 5% increase in teachers using Acuity, tailoring pacing guides, and differentiating instruction. As teachers continue to use the data from Acuity to make instructional decisions, we expect an improvement in classroom scholarship and credit accumulation. This will be measured by workshop evaluations and formal/informal conversations/ observations between faculty and administration.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In alignment with the Principal’s Performance Review of 2009-2010, there will be an increase the performance of students in the lowest third scoring on the Integrated Algebra Regents examinations by 5% or 9 students (180 students in the lowest one third that are below level 3).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Ninth and tenth grade teachers will continue to administer ITA’s, diagnostic and predictive exams using the Acuity online assessment system. Teachers continue to analyze the class and student level data to create customized individual assignments for their classes. This will help the teachers to create short and long term goals for their students based on their performance on the assessments. Teachers will also create differentiated lessons using the process strands (problem solving, reasoning and proof, communication, connections and representation) to engage students in the mathematical content. Responsible staff members include Ms. Kish-Martinez, Assistant Principal of Mathematics, Ms. Henry, Principal and the McKee High School Mathematics department.</p> <p>The action plan will also target classes created through school programming to focus on teaching students in the lowest third the Algebra Regents course work. There will be identification of level 2 in which 5 students are part of the lowest third in the AVID program. Further there will be Implementation of Kaplan Lesson Bank to improve differentiated instruction in joint department conferences.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Ms. Kish-Martinez and the mathematics teachers will meet in study groups during department conferences to collaborate on instructional strategies to improve student performance based on skill based deficiencies. Teachers will inter-visit one another to observe best practices and incorporate them into their own lessons.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>November 2009, March 2010 and April 2010 Acuity diagnostic and predictive exams will be used to measure student performance. We project a 5% improvement in students passing the Integrated Algebra exam as teachers are able to use these timely Acuity results to create lessons that address skill based deficiencies.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2010 the English Language Arts Department will be receiving professional development in the use of ARIS and Kaplan Lesson Bank through seasonal conferences. These conferences include Winter (December, 2009) Spring (March, 2010) Summer (June, 2010) and Fall (October, 2010). During these sessions, teachers will learn how to not only access ARIS and Kaplan Lesson Bank, but examine their class' data from the ARIS my students portal. Additionally teachers will be able to access student decile data. Teachers will then learn how to use that data by using strategies such as: Student Vocabulary Acquisition and Academic Language (January, 2010), Decile Pairing (February, 2010), Performance Series-Based Instruction (March, 2010) NCLB Sub Group AYP Forecasting (April, 2010) and Student Transcript Guidance (June, 2010). By identifying students in the most need and establishing goals for accelerating the learning of each student, the ELA department will ensure an increase in student performance. This goal will be measured by classroom scholarship and advancement, achievement on the January and June ELA Regents Examination and Graduation Rate</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Through targeting these students using ARIS and the ITT tool and noting their deciles, we can then provide intensive AIS services such as: Double Period E5/E7 classes, Dedicated Remedial ELA Courses, Tutoring, and Extended Day services. Whether it may be through direct classroom intervention or through target programming, these efforts will provide our students with every opportunity to enter the circle of success.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing of Ms. Stephanie Vlachos to spearhead literacy initiatives in both quantitative and qualitative data collection, disaggregation and strategic implementation of skill based lessons in deficiency areas</p> <p>Ms. O'Brien will also head the 2010 Cohort Initiative targeting at risk seniors who have yet to pass the ELA Regents Exam</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>This success movement will be measured by the scores on the ELA Regents, short and long term departmental goals and benchmarks and the information found in the subsequent RCOS report on ATS in June, 2010.</p> <ul style="list-style-type: none"> · a 5% increase in the performance index denoting the number of students of the 2010 Cohort who meet or exceed AYP in the All Students, Black, Hispanic, and White Subgroups.

SECTION VI: ACTION PLAN

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a 5% increase in the number of 9th and 10th grade students demonstrating improved reading and writing skills based upon the use of differentiated instruction and academic scholarship.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The use of Kaplan Lesson Bank as a resource for goal setting, curriculum mapping, student data, professional development and collaboration will give teachers a sense of ownership over the use differentiated instruction. The heart of these works is the differentiated instruction model currently under development.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing of Ms. Stephanie Vlachos to spearhead literacy initiatives in both quantitative and qualitative data collection, disaggregation and strategic implementation of skill based lessons in deficiency areas Ms. Rita Kelly, of the Teacher Center will also play a key role the 2009- 2010 Differentiated Instruction Initiative targeting at risk seniors who have yet to pass the ELA Regents Exam</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Performance Series and Acuity Periodic Assessment, Informal and Formal Observations, Curriculum Development, Data Inquiry Team Findings for Target Population</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In alignment with the Principal’s Performance Review of 2009-2010, we have to improve our students in the lowest third passage rate on the English Language Arts Regents. The measurable objective will be to increase the performance of students in the lowest third scoring on the English Language Arts (ELA) Regents examination by 5% or 9 students (180 students in the lowest one third that are below level 3).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • In June 2009, we had 87% of our students passed the English Language Arts Regents. Of that 8.8% were students performing in the lowest third of our school. Our objective is to increase the performance of students in the lowest third scoring on the English Language Arts (ELA) Regents examination by 5% or 9 students (180 students in the lowest one third that are below level 3).
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Targeted classes used to focus on teaching students in the lowest third of the ELA Regents course work. • Creation and implementation of AVID program for 30 students who perform at level 2 in which 5 students are part of the lowest third. • The budget will be used to program students into classes that target students in the lowest third for ELA Regents prep. • Implementation of Kaplan Lesson Bank to improve differentiated instruction in joint department conferences
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • June 2010 ELA Regents will indicate that 5% of our students in the lowest third of our school will receive a score of 65 or higher. • Print outs of RCOS report from ATS. • Periodic assessments and classroom assessments benchmarked student performance during the course of the school year. The data from these assessments will be used to differentiate instruction; drive professional development; and confer with students. • Teacher observations. • Agendas from cabinet meetings, Data Inquiry Team (DIT) meetings, faculty conferences, and department meetings.

	<ul style="list-style-type: none">• Agendas from AVID meetings.• New York State Education Department (NYSED) School Report Card: Accountability Report.
--	--

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a 5% increase in the number of 9th grade students who earn credits in Living Environment as measured by the scholarship report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will continue to use the data on ARIS to differentiate instruction for the students. There will be a strong emphasis on utilizing literacy strategies in the content area (i.e. identify and underline key words, science vocabulary, deconstructing text for understanding). The teachers will utilize the workshop model to differentiate the instruction for the students in the classroom. This will allow the teachers to conduct inquiry based activities with the students. Measures of success include a 5% increase in scholarship. Responsible staff members include Ms. Kish-Martinez, Assistant Principal of Mathematics, Ms. Henry, Principal and the McKee High School Science department.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Ms. Kish-Martinez, along with the Science department, will collect both quantitative and qualitative data. This data will be used to implement skill based lessons that address inquiry based learning, the use of technology and the importance of the sciences in the 21st century marketplace. This will form the foundation of a systemic instructional methodology to increase student achievement.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Success will be measured by the scores on classroom tests, scholarship data, ARIS and results from the science Regents data in June 2010. We project a 5% increase in the number of students passing the Living Environment, Earth Science and Chemistry Regents, respectively.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a 5% increase in the number of students pass the Living Environment Regents with a 65 or higher.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will continue to use the data on ARIS to differentiate instruction for the students. There will be a strong emphasis on utilizing literacy strategies in the content area (i.e. identify and underline key words, science vocabulary, deconstructing text for understanding). The teachers will utilize the workshop model to differentiate the instruction for the students in the classroom. This will allow the teachers to conduct inquiry based activities with the students. Measures of success include a 5% increase in scholarship. Responsible staff members include Ms. Kish-Martinez, Assistant Principal of Mathematics, Ms. Henry, Principal and the McKee High School Science department.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Ms. Kish-Martinez, along with the Science department, will collect both quantitative and qualitative data. This data will be used to implement skill based lessons that address inquiry based learning, the use of technology and the importance of the sciences in the 21st century marketplace. This will form the foundation of a systemic instructional methodology to increase student achievement.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Success will be measured by the scores on classroom tests, scholarship data, ARIS and results from the science Regents data in June 2010.</p> <p>We project a 5% increase in the number of students passing the Living Environment, Earth Science and Chemistry Regents, respectively.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a 5% increase in the number of 10th and 11th grade students who pass the Earth Science Regents and Chemistry Regents exam with a 65 or higher.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will continue to use the data on ARIS to differentiate instruction for the students. There will be a strong emphasis on utilizing literacy strategies in the content area (i.e. identify and underline key words, science vocabulary, deconstructing text for understanding). The teachers will utilize the workshop model to differentiate the instruction for the students in the classroom. This will allow the teachers to conduct inquiry based activities with the students. Measures of success include a 5% increase in scholarship. Responsible staff members include Ms. Kish-Martinez, Assistant Principal of Mathematics, Ms. Henry, Principal and the McKee High School Science department.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Ms. Kish-Martinez, along with the Science department, will collect both quantitative and qualitative data. This data will be used to implement skill based lessons that address inquiry based learning, the use of technology and the importance of the sciences in the 21st century marketplace. This will form the foundation of a systemic instructional methodology to increase student achievement.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Success will be measured by the scores on classroom tests, scholarship data, ARIS and results from the science Regents data in June 2010.</p> <p>We project a 5% increase in the number of students passing the Living Environment, Earth Science and Chemistry Regents, respectively.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 5% increase in the number of students taking Physics as a fourth year of science.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Our action plan consists of ongoing student recruitment and rigorous college preparatory instruction in Physics. Via the inclusion of value added instruction during the school day, students will be exposed to the importance of the sciences in the post secondary trajectory.</p> <p>Measures of success include a 5% increase in scholarship. Responsible staff members include Ms. Kish-Martinez, Assistant Principal of Mathematics, Ms. Henry, Principal and the McKee High School Science department.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Ms. Kish-Martinez, along with the Science department, will collect both quantitative and qualitative data to strategically implement skill based lessons that address skill deficiencies.</p> <p>Using this data, we plan to turnkey strategies such as the use of ARIS, AYP forecasting, and student decile grouping.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Success will be measured by the scores on classroom tests, scholarship data, ARIS and Physics Regents data in June 2010.</p> <p>We project a 5% increase in the number of students passing the Physics Regents.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In alignment with the Principal’s Performance Review of 2009-2010, we have to improve the lowest third passage rate on the Living Environment Regents. Our measurable objective will be to increase the performance of students in the lowest third scoring on the school’s lowest third scoring at level 3 or better on the Living Environment Regents by 5% or 9 students. (180 students in the lowest one third that are below level 3).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In June 2009, we had 80.7% of our students pass the Living Environment Regents. Of that 80.7%, 24.8% were students performing in the lowest third of our school. Our objective is to increase the performance of students in the lowest third scoring on the school’s lowest third scoring at level 3 or better on the Living Environment Regents by 5% or 9 students. (180 students in the lowest one third that are below level 3)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Targeted classes created through school programming to focus on teaching students in the lowest third for the Living Environment Regents prep. • Creation and implementation of AVID program for 25 students who perform at level 2 in which 5 students are part of the lowest third. • The budget will be used to program students into classes that target students in the lowest third for Living Environment Regents prep. • Implementation of Kaplan Lesson Bank to improve differentiated instruction in joint department conferences

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- June 2010 ELA Regents will indicate that an additional 5% of our students in the lowest third of our school will receive a score of 65 or higher.
- Print outs of RCOS and RESI reports from ATS.
- Periodic assessments and classroom assessments benchmarked student performance during the course of the school year. The data from these assessments will be used to differentiate instruction; drive professional development; and confer with students.
- Daily walkthroughs
- Teacher observations.
- Agendas from cabinet meetings, Data Inquiry Team (DIT) meetings, faculty conferences, and department meetings.
- Agendas from AVID meetings.
- New York State Education Department (NYSED) School Report Card: Accountability Report.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-2010 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan CTEted to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Career and Technical Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2010 there will be a 5% increase in the passing rate in scholarship of students all students in CTE Sequential courses of study.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Through targeting these students using ARIS and the ITT tool and noting their deciles, we can then provide intensive industry based double period classes and Tutoring. Whether it may be through direct classroom intervention or through target programming, these efforts will provide our students with every opportunity to increase academic and technical/ industrial performance. Measures of success will include at least a 5% increase in students passing end year comprehensive exams targeting major components of the targeted CTE portion of the course sequence in each area for grades 10 through 12. Responsible staff members include Mr. James Barbieri, AP CTE, Ms. Rita Kelly, Staff Developer, Ms. Sharon Henry, Principal and the McKee HS CTE Department.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>UFT Teacher Center Staff Developer, Ms. Rita Kelly to spearhead initiatives in both quantitative and qualitative data collection, disaggregation and strategic implementation of skill based lessons in deficiency areas</p> <p>We will also spearhead the 2010 Cohort Initiative targeting at risk seniors and underclass students to keep them on track for acquisition of CTE endorsements.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>This success movement will be measured by the scores on scholarship reports, short and long term departmental goals and benchmarks.</p> <p>We are projecting a 5% increase in the performance index as indicated in the CTE scholarship data forms for all groups and subgroups as outlined in the ELA format. Student performance will be evaluated for target groups at monthly informational seminars. RCOS and ARIS data will be the tool for further intervention that is needed to increase student performance as it relates to academic performance.</p>
---	---

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-2010 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Career and Technical Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2010 the CTE Department will be receiving professional development in the use of data through seasonal and/or monthly conferences including Winter (December, 2009) Spring (March, 2010) Summer (June, 2010) and Fall (October, 2010).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>During these sessions, teachers will learn how to not only access the ARIS Interface, but examine their class' data from the ITT Tool. Additionally teachers will be given handouts with student decile data. Teachers will then learn how to use that data by using strategies such as: CTE Student Vocabulary Acquisition and Academic Language (March 2010), Decile Pairing (April 2010), Student Transcript Guidance (May 2010). By identifying students in the most need as agreed upon Targeted Populations and establishing goals for accelerating the learning of each student, the CTE department will seek a 5% increase in student performance. Responsible staff members will include Mr. James Barbieri, AP CTE, Ms. Rita Kelly, Staff Developer, Ms. Sharon Henry, Principal and the McKee HS CTE Department.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>UFT Teacher Center Staff Developer, Ms. Rita Kelly and the DIT Team to spearhead initiatives in both quantitative and qualitative data collection, dis-aggregation and strategic implementation of skill based lessons in deficiency areas</p> <p>We will also spearhead the 2010 Cohort Initiative targeting at risk seniors whose CTE endorsement is in danger.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>This goal will be measured by a 5% increase in teachers using ARIS, tailoring industry centered curriculum maps, and differentiating instruction, an increase in student scholarship and higher passing rates on the technical assessments and performance pieces in each grade level. We also predict from this professional development that a distinct improvement in classroom scholarship and credit accumulation will inspire teacher use of ARIS to make important curricular decisions and tailor instruction. This will be measured by workshop evaluations and formal/informal conversations/observations between faculty and administration.</p>
---	--

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-2010 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan rCTEted to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): CTE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a 5% increase in the number of 9th and 10th grade students demonstrating improved reading and writing skills based upon the use of differentiated instruction and academic scholarship. This will be measured by periodic assessments within each grade level and student performance in academic scholarship.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The usage of the CFI Interface as a resource for goal setting, curriculum mapping, student data, professional development and collaboration will give teachers a sense of ownership over the use of data to drive differentiated instruction. Differentiated instruction model currently under development is the instructional target. The Target Population is in the 10th 11th and 11th grade CTE classes led by CTE Teachers from each of our six disciplines. Responsible staff members include Mr. James Barbieri, AP CTE, Ms. Rita Kelly, Staff Developer, Ms. Sharon Henry, Principal and the McKee HS CTE Department.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Ms. Rita Kelly, of the Teacher Center will also play a key role the 2010 Differentiated Instruction Initiative targeting at risk students. This will be conducted through infusion of industry based curriculum and outside intervention and qualitative data collection, aggregation and strategic implementation of skill based lessons in deficiency areas.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Through informal and Formal Observations, Curriculum Development, Data Inquiry Team Findings for Target Population, we project a 5% increase in student scholarship and an increase in performance on the CTE regents exam. This will be as a result of added instruction that is differentiated and meets the diversity of student needs.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-2010 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): CTE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a 5% increase in the number of 12th grade students receiving CTE endorsements as evidenced by the increasing performance on industry based technical assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All CTE will implement strategies in the classroom that allow for Differentiation of Instruction on a daily basis. PD will be provided in the areas of implementing proper reading and writing skills pertinent to CTE courses of study. Responsible staff members include Mr. James Barbieri, AP CTE, Ms. Rita Kelly, Staff Developer, Ms. Sharon Henry, Principal and the McKee HS CTE Department</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Ms. Rita Kelly, of the Teacher Center will play a key role the 2010 Differentiated Instruction Initiative targeting at risk students who need to pass the CTE technical assessments in senior year to attain a CTE endorsement on their diploma.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Through informal and Formal Observations, Curriculum Development, Data Inquiry Team Findings for Target Population, we project a 5% increase in student scholarship and an increase in performance on industry based CTE assessments. This includes skill based projects, written assessments.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>UFT Teacher Center Staff Developer, Ms. Rita Kelly to spearhead initiatives in both quantitative and qualitative data collection, disaggregation and strategic implementation of skill based lessons in deficiency areas.</p> <p>We will also spearhead the 2010 Cohort Initiative targeting at risk seniors who have yet to pass the SOCIAL STUDIES Regents Exam.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>This success movement will be measured by the scores on the SOCIAL STUDIES Regents, short and long term departmental goals and benchmarks and the information found in the subsequent RCOS report on ATS in June, 2010.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan rSocial Studiested to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): SOCIAL STUDIES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 5% increase in the number of 9th and 10th grade students demonstrating improved reading and writing skills based upon the use of differentiated instruction and academic scholarship</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>During these sessions, teachers will learn how to not only access ARIS and the ITT Tool, but examine their class' data from the ITT Tool Sandbox. Additionally teachers will be given handouts with student decile data. Teachers will then learn how to use that data by using strategies such as: Social Studies Student Vocabulary Acquisition and Academic Language, Decile Pairing, Student Transcript Guidance. By identifying students in the most need and establishing goals for accelerating the learning of each student, the SOCIAL STUDIES department will ensure an increase in student performance.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>UFT Teacher Center Staff Developer, Ms. Rita Kelly and the DIT Team to spearhead initiatives in both quantitative and qualitative data collection, disaggregation and strategic implementation of skill based lessons in deficiency areas. We will also spearhead the 2010 Cohort Initiative targeting at risk seniors who have yet to pass the SOCIAL STUDIES Regents Exam.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>This goal will be measured by classroom scholarship and advancement, achievement on the January and June SOCIAL STUDIES Regents Examination and Graduation Rate.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan for Social Studies to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): SOCIAL STUDIES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 5% increase in the number of 10th grade students demonstrating improved reading and writing skills based upon academic scholarship. There will also be a 5% increase in the number of students who receive a 65 or higher on their final exam based upon Parts I and II and III of the Global History and/or the US History Regents Exams.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All Social Studies will implement strategies in the classroom that allow for Differentiation of Instruction on a daily basis.</p> <p>PD will be provided in the areas of implementing proper reading and writing skills pertinent to Global and US History such as deciphering the DBQ and thematic essay on each of the regents exams</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Ms. Rita Kelly, of the Teacher Center will play a key role the 2010 Differentiated Instruction Initiative targeting at risk students who have yet to pass the NYSESLAT/SOCIAL STUDIES Regents Exam through providing with the Assistant Principal PD in effective strategies for improvement and incorporation.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Scholarship Data, Student Interviews, Parent Interviews, formal, informal observations, etc...</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan for Social Studies to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): SOCIAL STUDIES

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In alignment with the Principal’s Performance Review of 2009-2010, we have to improve in the lowest third passage rate on the U. S. History Regents. Our objective will be to increase the performance of students in the lowest third scoring on the school’s lowest third scoring at level 3 or better on the U. S. History Regents by 5% or 9 students. (180 students in the lowest one third that are below level 3).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In June 2009, we had 65% of our students pass the U. S. History Regents. Of that 65%, 14% were students performing in the lowest third of our school. Our objective is to increase the performance of students in the lowest third scoring on the school’s lowest third scoring at level 3 or better on the U. S. History Regents by 5% or 9 students. (180 students in the lowest one third that are below level 3)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Targeted classes created through school programming to focus on teaching students in the lowest third for the U. S. History Regents prep. • Creation and implementation of AVID program for 25 students who perform at level 2 in which 5 students are part of the lowest third. • The budget will be used to program students into classes that target students in the lowest third for U. S. History Regents Prep. • Implementation of Kaplan Lesson Bank to improve differentiated instruction in joint department conferences

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • June 2010 U. S. History Regents will indicate that an additional 5% of our students in the lowest third of our school will additionally receive a score of 65 or higher. • Print outs of RCOS report from ATS. • Periodic assessments and classroom assessments benchmarked student performance during the course of the school year. The data from these assessments will be used to differentiate instruction; drive professional development; and confer with students. • Daily walkthroughs • Teacher observations. • Agendas from cabinet meetings, Data Inquiry Team (DIT) meetings, faculty conferences, and department meetings. • Agendas from AVID meetings. • New York State Education Department (NYSED) School Report Card: Accountability Report.
--	--

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Health and Physical Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Literacy will be infused in the Health and PE classes.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • PE teachers will evaluate and use the techniques from www.pecentral.org to infuse literacy into the PE class. • AP will guide teachers in the implementation process. • Homework will be posted on the blog and PE bulletin board. • Habits of mind used in homework and summaries. • AP provides literacy rich curriculum for health classes.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Informal observations • Department meetings and agendas • Use of PE monitors to maintain PE work wall. • Use of councilmatic funds for simulated babies for health curriculum.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Regular use of www.pecentral.org techniques. • Regular informal/formal observations.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Health and Physical Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Health and Physical Education Teachers will look at data and plan interventions for students who are borderline.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will accept invitation to join the Health and PE Inquiry Team. • Teachers will use this data to select students for the Target Group. • Teachers will discuss the academic status of target students and explore engagement strategies. • AP will facilitate meetings on a weekly basis. • PE teachers will examine the Ladder of Referral and look at specific scenarios and apply to the ladder. • PE teachers will examine and use the incremental steps for teacher removal.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Dialogue among teachers regarding students who are not passing classes. • Teachers using data to see the “big picture” for struggling students. • Professional Development with Achievement Coach from Empowerment Network. • PE teachers will plan a series of intervention strategies for target students.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 80% of targeted students passing class. • Fitness Gram: Individual assessment 90% -- 15% above city standard. • Multiple stations in PE classes. • Differentiation of activities. • PE teachers use an established set of intervention strategies for all borderline/targeted students.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Health and Physical Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Health and PE teachers will differentiate instruction based on student interest and fitness gram data.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers create plans to use stations in the PE class to differentiate instruction. • Under the guidance of AP teachers create alternate assessments of student skill in the PE class. • Teacher use of resources provided by www.pecentral.org • Health and PE teachers meet weekly to discuss effective engagement strategies. • All PE teachers/classes will utilize student leaders.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Students using different stations in the PE class. • Formal and informal observations. • PE assists from (6R) will work with PE teachers to allow pull outs to weight room. • PE teachers will provide full uniform to motivate student leaders.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers using multiple forms of assessment in PE class indicated in all formal and informal observations. • Increase in student engagement (formal/informal observations). • Decrease in number of unprepared students (formal and informal observations). • Agendas and notes from weekly meetings and minutes.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Health and Physical Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Physical Education Classes will provide a clean, safe and orderly educational facility conducive to learning.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • PE teachers will monitor safety in the gymnasium. • PE teachers will ensure that no student items are left on the locker room stairs and that the locker room is locked and secure. • PE assists will be assigned to the gym to relieve overcrowding (allowing pull outs to the weight room). • PE teachers will assess safety on a daily basis.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • All signs and papers (student work) are neat and tidy, not curling or tattered. • Motivational signs in the gym. • PE teachers will use progressive discipline to maintain order (outreach to AP). • Circular 6R PE Assist.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Reduction in discipline problems/deans' office calls from the gymnasium. • Increase in the number of PE student teacher conferences. • Increase in the number of PE/teacher parent conferences. • Decrease in the number of accident reports. • Decrease in reports of lost/stolen items.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Health and Physical Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>PE teachers will take steps to reduce cutting (decrease 5% for the year) in PE and Health classes.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • PE teachers will meet in Data Inquiry Teams weekly to examine data on student cutting. • PE teachers will meet weekly to discuss engagement strategies.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • PE teacher will maintain an up to date blog for student and parent referral www.mckeepe.org • Parental contact for students who are cutting. • Use of deans' and Attendance Teacher emergency numbers. • Use of Attendance Teacher for home visits when parental contact is not made. • Visits from Achievement Coach from Empowerment Network on data analysis.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Consistently updated blog. • Parent and student visits to the blog site. • Increase parental contact. • Decrease number of student absences and cuts. • PE teachers routinely using intervention strategies to reduce cutting. • PE classes offering varied, differentiated activities to increase student engagement (observations and informal visits).

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Security

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide a clean, safe, orderly and respectful school environment, conducive to learning. Create and maintain a School Safety Plan and emergency plans for all students and staff and all crisis situations and building concerns.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Collaboratively develops School Safety Plan and this plan is approved by the ISC and NYPD. • A.P. involves and informs deans on all safety and security issues. • AP Security will communicate with other APs of Security at schools in close proximity. • Deans’ Office works collaboratively with School Safety. • Deans’ Office works collaboratively with NYPD to ensure student safety in the building, on the perimeter, en route to and from school, and in emergency situations. • Dean’ schedule is devised and revised to meet the needs of the school. • Tighten egress routes in consultation with School Safety and McKee Custodial staff . • Provide visual user friendly directions for egress from the building. • Going beyond basic compliance for fire drills (i.e. blocked exit drill and lock down drill) so that all staff and students are prepared for different types of emergency. • Train deans and key administrative staff on the use of the camera surveillance system. • Present power point presentations at Faculty conferences that review safety procedures. • BRT team will practice emergency response in Table Top exercises and drills. • ADP, implement BRT, ICS in alignment with citywide Incident Management System.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • A clear and concise Safety Plan • Staff and students are familiar with emergency procedures • Collaboration between Deans’ Office and School Safety • Collaboration between Deans’ Office and NYPD

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none">• Decrease in the number of incidents/occurrences both in and near the building• Effective use of the camera surveillance system• Lock Down Drill/Blocked Exit drills• A BRT team trained in BLDG• Use of BRT roles in simulated emergencies• Planned activities
---	---

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Security

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • To collaborate with other departments at McKee High School to better serve students and increase parental outreach. • To develop, refine and use protocols to routinely collaborate with Guidance and content area departments.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Examine and revise the principal suspension process in the building – use of the 24 hour notice. • Examine and revise the teacher removal SAVE process in the building. • AP will instruct deans on consistently using the mandated counseling guide when dealing with discipline problems. • AP Security will work with content area Assistant Principals to address classroom management problems that lead to discipline issues (Ladder of Referral). • Generate counseling request forms that require communication and follow up between deans and guidance counselors. • Devise a disciplinary letter to outreach to coaches of students having discipline problems. • AP Security meet with and stay in contact with coaches of athletes with discipline problems. • Establish protocol to include guidance at all parent conferences.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Use of the 24 hour notice of Principal Suspension • Increase in the number of parent conferences • Increase in the instances of communication between coaches and Deans' Office • Use of PDF format disciplinary letter for team coaches
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Increase in the number or parent conferences resulting from teacher removal where the teacher and the subject area AP are present • Increase in classroom teachers making parental contact BEFORE leveling Teacher Removals

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Security

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the instructional components at the After School Intervention Center Enrichment and differentiation of the activities at the After School Intervention Center.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • AP Security will prepare lessons and power point presentations to deliver to students at the Intervention Center. Lessons will focus on causes of detention/suspension. • AP Security will provide differentiated/instructional activities for students in the Intervention Center. • Deans Office will collaborate with CBO McKee After Three to provide instructional activities for students assigned to the Intervention Center. • Deans will consult data for student Intervention Center using ARIS.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Students assigned to the Intervention Center will also attend the Peace Power Program in Room 304. • Deans will review the report cards of students assigned to the Intervention Center and arrange individual tutoring in specific content area.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Dean assigned to Intervention Center will provide instruction for student. • Dean will follow up on missing work for students assigned to Intervention Center. • Decrease in the number of suspensions. • Increase in academic improvement for students on suspension detention. • Peace Power Program as an alternative to suspension in operation and seats filled by 8-10 students. • Deans generate a target population and use data to tailor disciplinary responses for students.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Security

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • To develop a culture of success, credibility, and trust between and among parents, students and Deans' Office. • The Deans Office will reach out to parents and treat all students and staff respectfully while empowering all constituents.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Deans will be trained in de escalation techniques and conflict resolution. • Deans will make every effort to contact parents as soon as possible regarding all student discipline problems. • Deans' Office will provide opportunities for student development. • Deans will respond respectfully to all classroom problems. • AP Security collaborates with NYCID and NYPD to provide youth development activates for students. • Under supervision of AP Security, develop Peer Mediation Program. • AP Security collaborates with NYPD to build trust and relationships with students and parents.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Increase in the number of parent conferences. • Continue increasing gains on the progress report and positive gains as per parent, teacher and student survey responses. • All Deans trained in de-escalation techniques and conflict resolution. • AP Security provides a room for Peer Mediation Center.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • NYPD offers instruction in the building on Rights and Responsibilities. • Functional Peer Mediation Program in the building.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Library Information Center

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Committed school-based funding for the Library to regain online access to <i>World Book Online</i>, <i>Britannica Online Reference Database</i>, EBSCO’s <i>Science Reference Center</i> and <i>Country Reports</i>.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • New resources to be ordered regularly based on library staffs’ knowledge of curriculum and student needs. • Supplemental funding opportunities pursued through grants. • Regular recruitment of and participation of volunteers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of <i>Contracts for Excellence (C4E)</i> allocations, where applicable.</p>	<ul style="list-style-type: none"> • Verbal, fiscal and programmatic support at building and regional levels. • Seeking Empowerment Network and City Council advocacy for library program in literacy and resource-based teaching and learning.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Issue a library advisory committee formed for collaboration projects across academic disciplines for various projects throughout the school year for example 9th grade i-Search project.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Library Information Center

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Faculty becomes familiar with and integrates the print and online resources into the classroom agenda</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Monthly faculty meetings emphasizing the role of the library in the education process for the enhancement of the subject area curriculum. • Library conducts ongoing needs assessment and strategic planning to set goals for the program. • Library uses criteria to enhance media program through triangulating the data from the number of books to the number of classes taught to the circulation statistics and the number of units developed. • Librarian will conduct in collaboration with the teacher information sessions regarding ethical use of technology, credibility of internet sites and the use of databases for research.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Teachers and administrators collaborate in ongoing library program planning and assessment to address current and future needs of the school community. • As part of the policy to support the media program there will be conferences with the Assistant Principal Organization as to how to maximize the funds for the library.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Staff is able to schedule use of the library aligned with their curriculum maps in advance of the school semester. For example, the Social Studies Department will work with the Librarian and the UFT Teachers' Center Coordinator to scaffold instruction for the 9th grade so that they are proficient in using the resources of the library.</p>
---	--

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.
Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	0	175	175	0	30	2	N/A	N/A
10	0	0	0	0	48	1	N/A	N/A
11	0	52	0	0	56	1	N/A	N/A
12	0	0	0	0	42	1	N/A	N/A

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Small Group Tutoring in ELA.</p>
<p>Mathematics:</p>	<p>All 9th grade classes will receive an alternating period of instruction with the Living Environment class (3-2 split). On day 1 a student will have 90 minutes of math and 45 minutes of Living Environment. On day 2 a student will have 90 minutes of Living Environment and 45 minutes of math. Teachers utilize the workshop model and differentiated instruction to raise student achievement.</p>
<p>Science:</p>	<p>All 9th grade classes are will receive an alternating period of instruction with the Living Environment class (3-2 split). On day 1 a student will have 90 minutes of math and 45 minutes of Living Environment. On day 2 a student will have 90 minutes of Living Environment and 45 minutes of math. Teachers utilize the workshop model and differentiated instruction to raise student achievement.</p>
<p>Social Studies:</p>	<p>Small Group tutoring in Social Studies, C-6 tutoring, AVID tutoring.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance Counselor will conduct parent meetings to inform parents of the required requirements necessary for graduation. They will meet with students on an individual basis to determine appropriate “at-risk” services needed. Class presentations will be conducted as determined by the needs of the “at-risk” students.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist serves on the SAT and completes all mandated testing for students identified by the Pupil Personnel Team as being “at-risk.”</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>As an “on-call” school, we do not have at-risk services provided by the SAT social worker. At-risk counseling is provided by either the guidance counselor or related service provider.</p>

At-risk Health-related Services:

Health as a related service is offered during the school day as needed to all students.

There is currently AIS services in the form of after school (Mondays and Wednesdays 3-5 pm) pre-Regents tutoring in ELA at McKee High School December 2009 to January 2010.

Part II: ELL Identification Process

WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

I. Language Allocation Policy Team Composition

SSO/District 31R600	School McKee CTE High School
Principal Sharon Henry	Assistant Principal J. O'Brien
Coach	Coach
Teacher/Subject Area Kim Sievers, ESL	Guidance Counselor L. Dimare
Teacher/Subject Area Juanita Ruano, ESL	Parent Jeanne Johnson
Teacher/Subject Area Patricia Geoli, Spanish	Parent Coordinator Mary McVey
Related Service Provider type here	SAF Rich D'Auria
Network Leader Karen Ditolla	Other Joyce Ippolito, Guidance Counselor

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	750	Total Number of ELLs	29	ELLs as Share of Total Student Population (%)	2%
------------------------------------	-----	----------------------	----	---	----

Part II: ELL Identification Process

1. The Intake Process

Parents are contacted and invited to attend a mandatory meeting with Mr. O'Brien, Ms. Sievers, Ms. Ruano, Ms. DiMare and/or Ms. Ippolito to take place in Room 415 or the Principal's Conference room. Attendance is recorded.

Mr. O'Brien, Ms. Sievers and Parent Coordinator, Ms. McVey are notified upon arrival of a student's family or caregivers at McKee.

At this initial meeting, parents and/or caregivers are given the opportunity to screen the ELL Program DVD and review the parent survey and program selection form. These materials are also provided at our ELL Parent Welcome Meet and Greet which occurs during Parent Teacher Afternoon from 3-4 pm on Friday, October 30, 2009. We will also review this information along with ESL student performance and goals at our ESL Parent Meeting on November 13, 2009 from 3 to 5pm. Letters and phone calls will be made by Ms. Sievers, Ms. Ruano and Ms. McVey to all ELL families as to ensure outreach.

Ms. Sievers, our licensed ESL teacher, will administer all incoming Home Language Surveys

Families and the ELL team have an informal meeting to establish the student's dominant language.

Students and parents are given the Home Language Identification Survey. When completed, a copy is given to Mr. O'Brien.

The LAB R examination is given to the student (if necessary). When completed, a copy is given to Mr. O'Brien.

Families are shown the DVD regarding ELL programs (Transitional Bilingual, Dual Language, Freestanding ESL) and given the Parent Survey and Program Selection form. When completed, a copy is given to Mr. O'Brien.

Parents are given a copy of the dates of important ELL Parent Meetings for the year.

Parents are given a copy of the after school ELL tutoring schedule for the year.

Ms. Sievers and/or Ms. Ruano will administer and deliver the LAB-R to identify the students proficiency. When the data is returned, this information will be written in an e mail to Mr. O'Brien, Ms. Eberlein, Ms. Ippolito and Ms. DiMare.

Entitlement letters are sent home to ELL families by our Parent Coordinator Mary McVey and distributed to the students to bring home at the beginning of each semester. Mr. O'Brien, working in conjunction with Ms. Ruano and Ms. Sievers offer extra credit for all students who promptly return their materials.

After a deep and thorough analysis of student performance on the NYSESLAT examination, past scholarship, and attendance, a student is programmed for ESL classes based upon their proficiency levels found on the RLAT report. Student progress is closely monitored via monthly ESL study group meetings and faculty conferences. Continued entitlement letters are sent every semester to all ELL families in their home language.

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					0
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained	6	6	6	6	6
Push-In					0
Total	6	6	6	6	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	16

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 special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7			5		2	6		9	29
Total	7	0	0	5	0	0	6	0	9	0

Number of ELLs in a TBE program who are in alternate placement:

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

C. Home Language Breakdown and ELL Programs

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0
This Section for Dual Language Programs Only										
Number of Bilingual students (students fluent in both languages):					Number of third language speakers:					
Ethnic breakdown of EPs (Number)										
African-American: ____			Asian: ____			Hispanic/Latino:				
Native American: ____			White (Non-Hispanic/Latino): ____			Other:				

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	8	9	5	3	23
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic	1	1			2
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Kpelle		1			0
Tamil		1			0
TOTAL	9	12	5	3	29
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12					
	Beginning		Intermediate		Advanced
FOR ALL PROGRAM MODELS					
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week		360 minutes per week		180 minutes per week
ELA instruction for all ELLs as required under CR Part 154					180 minutes per week
FOR TBE /DL PROGRAMS					
Native Language Arts	45 minutes per day		45 minutes per day		45 minutes per day

Programming and Schedule Information

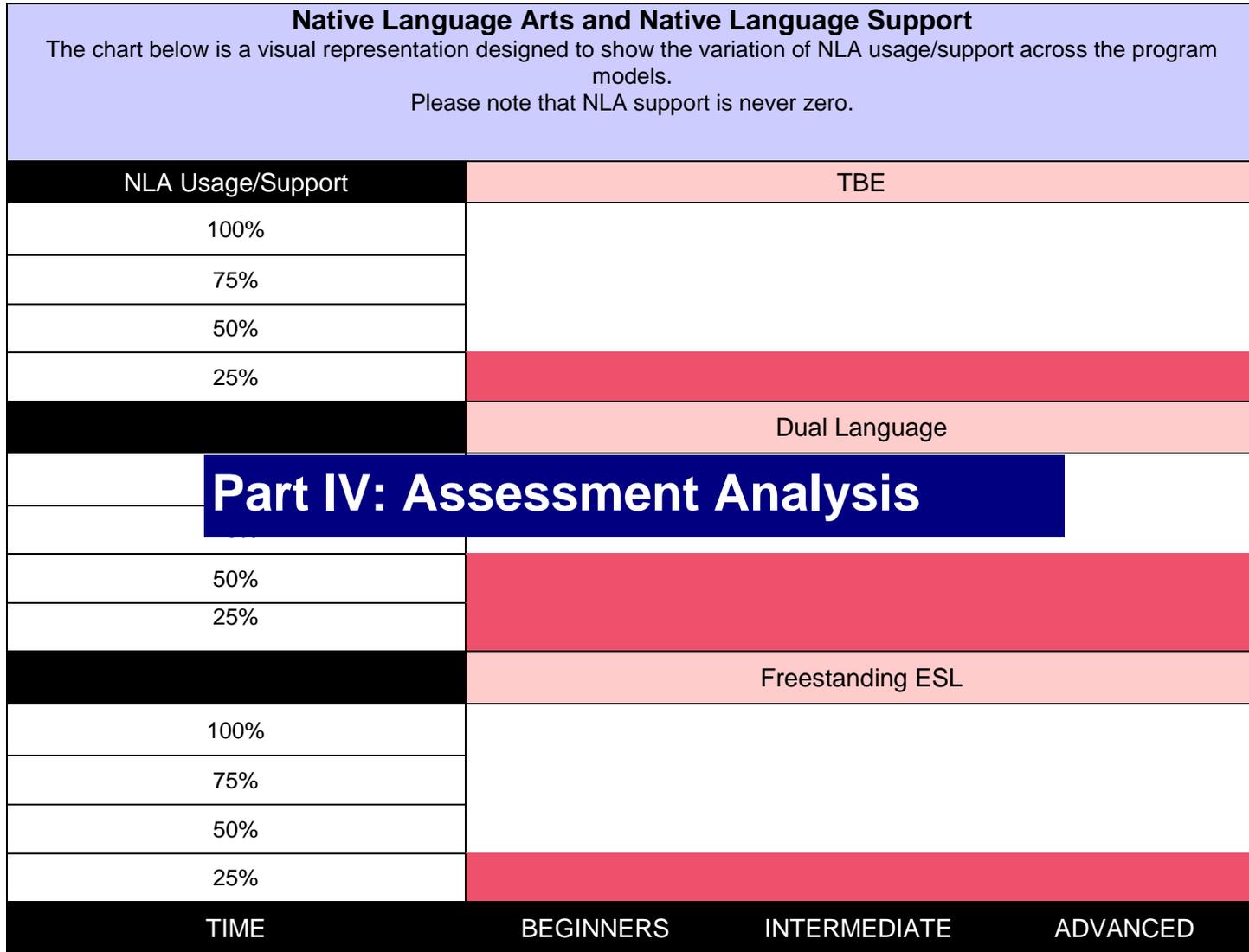
1. McKee High School contains a freestanding E.S.L. program. There are three levels:
Beginner – (includes literacy level) has one general E.S.L. class and two E.S.L. “workshop” classes that focus on listening/speaking and reading/writing. These classes meet 3 times a day, every day. This Spring, in preparation for the US History Regents examination in June, 2010, we will transition to 2 ESL classes PLUS one Push In class via US History- the most challenging exam and class for our ELLs. Intermediate – students receive two class units per day focusing on listening/speaking and reading/writing. Both are traditional ESL classes. Advanced – E.S.L. students take one E.L.A. general education literature based course and one E.S.L. workshop class.
2. The L.A.P. committee has carefully drafted a policy to improve the learning and quality of education and to address the special needs of E.L.L.s. Teachers and administrators will work diligently to ensure that the Beginners, Intermediates, and Advanced students achieve one level of proficiency per year.
3. Teachers of E.S.L. students use a standards based – cross cultural format. Instructional adaptations are made according to the needs of the students. Teachers use a variety of methods, including scaffolding, graphic organizers, dialogues, journals, portfolio assessments, schema building, visuals, reflective charts, and contextualization, to ensure optimum learning.
4. Although we currently do not have any SIFE students attending McKee High School, we are in position to meet the language acquisition needs of these students. With a rigorous daily program of ESL instruction, Rosetta Stone English and additional tutoring support every Monday and Wednesday from 3-4 pm, future SIFE students will receive the finest in ESL instruction. Our newcomers are exposed to high interest texts, innovative software such as Rosetta Stone, Easy Language texts, magazines, bilingual dictionaries and thesauruses will soon be available via McKee’s second year of Title III funding.

Periodic assessments such as ACUITY and Performance Series are used to monitor ELL student progress in relation to the ELA Regents exam. Additionally, our ESL teachers are more than adept in ELA Regents Preparation in the ESL classroom.

E.L.L.s who have passed the NYSESLAT are carefully monitored by the guidance counselor and the E.L.L. coordinator. The E.L.L. coordinator stays in contact with his or her general education teacher to ensure that all academic needs of the students are met. As per the new ruling, McKee High School continues the testing modifications for the maximum number of years (3) during this transitional phase.

Long term ELLs will be given priority when making instructional and curricular decisions. As 8 of the 9 long term ELLs have IEPs and 2 are alternatively assessed we must make every effort to meet the needs of these youngsters so that we can help them achieve NYSESLAT success.

Special Education students’ needs are met and implemented as per I.E.P., and New York State mandates. Special Education teachers will receive training in ESL methodologies via professional development workshops and faculty conferences.



- Data patterns from the NYSESLAT exam reveal student weaknesses in Listening and Writing for all Beginners and a weakness in Listening and Reading for Intermediates and Advanced students.
- The analysis of the modalities with allow provide for us unique insights into our ELL population and allow us to tailor our instruction in the use of Listening, Reading and Writing exercises in the classroom setting.

- A high number of ELL students are not sitting for the Global History and US History Regents examinations. This trend must end if we are to be able to push these ELLs into the sphere of success. A coordinated outreach with Guidance to family members and ELLs will take place immediately so as to combat this problematic outlier in the data. ELL periodic assessments are used to help teachers identify student strengths and weaknesses. This year we will hold detailed professional development meetings regarding the best ways to identify at risk ELLs and ensure their success on the NYSESLAT exam.
- N/A
- The success of our program hinges upon moving students vertically through the proficiency scale. It is our goal that we will continue this upward trend for year 2010 and beyond.

1. English Language Learners' performance in the content area, based on the 2009 RCOS Report, is as follows:

English	60%	(0% 65 and higher)
Math	80%	(20% 65 and higher)
Science	86.5%	(68.6% 65 and higher)
Global	80%	(40% 65 and higher)
U.S. History	20%	(0% 65 and higher)

General Education Students

English	90.3%	(80.7% 65 and higher)
Math	80.1%	(71% -65 and higher)
Science	86.5%	(68.6% -65 and higher)
Global	84%	(64.1% 65 and higher)
U.S. History	80.1%	(70.5% 65 and Higher)

We have identified English and US History disciplines as having the largest discrepancies. E.L.L.s will have more English and US History instruction (bridging) in their E.S.L. classes coupled with a both an ESL and Content area focus upon academic language and vocabulary acquisition. We are entertaining curriculum possibilities of linking US History and Citizenship in ESL classes. We are exploring the possibility of Native Language Arts through Title III funding.

2. For E.L.L.s that have reached proficiency on the NYSESLAT but still need transitional support have supplementary instruction after school on Mondays and Wednesdays that focuses on Rosetta Stone English, listening/speaking and reading/writing. Tutoring is also offered, preparing students for the Regents through in depth review sessions and day off phone calls. We also offer college now courses through our English, Science, and Math programs aligned with Kingsborough Community College.

3. We will once again provide Native Language Arts in the Spring of 2010 to help provide innovative instruction in Native Language Arts and additional support services across the disciplines. Additionally, we will be expanding our Rosetta Stone ELL Program in our new Mac Lab which we purchased via a grant from the Staten Island Foundation. Here, students will embark upon the exciting acquisition of English using industry standard technology.
4. Due to budgetary cuts, we were unable to offer NLA in the fall semester. We look forward to offering it again in the Spring via Title III monies.
5. All ELLs of McKee High School are afforded equal access to school programs and are encouraged to participate in all of the upcoming field trips in this Spring's Native Language Arts classes. Tutoring in all disciplines is also offered on Mondays and Wednesdays from 3-4 pm.
6. Our ELL population can harness the power of technology in our new Mac lab by working with a proficiency-specific partner on a range of project-based activities such as: Listening Exercises using iTunes, IPhoto, Podcasts and Public Service Announcements in the classroom. Students also have the ability to practice the English Language by creating voice-overs, blogs, and slideshow narration to perfect their vocabulary, accent and comprehension. Additionally, students also practice their writing in English by creating visual presentations, films, and slideshows showcasing their mastery of English Language Arts.
7. Native Language Arts will begin in 2010 in the spring semester. It will meet 3 times per week (Mondays, Wednesdays, and Fridays) and be led by Ms. Ruano.
8. Yes. All required services support and resources correspond to ELLs' ages and grade levels.
9. We are proud to offer Spanish as our language elective at McKee CTE High School

Professional Development:

1. E.S.L. and subject area teachers will be involved in a variety of staff and/or professional development activities that ensure the successful implementation of instructional strategies that enhance the education of E.L.L.s. English, Special Education and Foreign Language Teachers will participate in full-day offsite professional development sessions which include topics such as E.S.L. in the content areas, the New York State Regents examinations, applied learning standards and lesson planning that includes E.L.L. students and literature-based instruction for the English language development and E.L.L. apprenticeship for high schools via QTEL training. Additionally, faculty will receive instruction in Apple Technologies via Apple one-to-one learning.
2. N/A

3. Title III Professional Development Program will focus on providing both teachers and families the opportunity to enhance their knowledge by additionally conducting professional development in the infusion of ESL strategies in the content area on differentiated instruction based on language proficiency, Apple Technologies, Alignment of America's Choice Workshop Model for ELLs with citywide core curriculum.
4. Teachers will also receive staff development in analyzing data to drive instruction, i.e. NYSESLAT, ELA, and MATH to increase effective instructional practices. A study group for the teachers involved in the Title III program will be created to research how to best differentiate instruction in the ESL classroom and update programs and strategies to accurately reflect our dynamic population.
5. The Professional Development schedule for the faculty and staff of McKee High School occurs at each faculty conference both 9th and 10th period. The schedule and brief description is as follows:

September, 2009: ESL Student Identification
October, 2009: ESL Bias at McKee High School
November, 2009: ESL Tutoring Initiative Across the Disciplines
December, 2009: ESL Native Language Arts
February, 2010 ESL Kaplan Lesson Bank/Differentiated Instruction.
March, 2010: Infusing ESL Strategies across the Content Areas.
April, 2010: Analyzing ESL Data to Drive Instruction
May, 2010: iLife in the ESL Classroom (Student Celebration)

Parental Involvement:

Currently, we are discussing new opportunities for our ELL parents with our new school based liason contact Mr. John Tyrcha from the NY Center of Interpersonal Development.

Parental conferences are organized on a monthly basis and at various days of the week and times during the day that our ELL families have identified are easiest to attend. We have created information conferences with guidance counselors, pizza and soda as incentives for parental support and attendance.

We continue to use parental selection forms and the use of an open door policy for all of our ELLs at McKee High School. We will begin using surveys on January 2010 to identify next step policies to best include our ELL families deeper in the decision making processes of McKee's ESL department.

We have also applied for a mini grant through our ESO to impact our ESL and NLA programs

On site translation services in Spanish are available during the school day and is posted at the main entrance of our building. Arabic translation is made possible via the NYC DOE Office of Translation Services.

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	5				5
Intermediate(I)	5	6	4	2	17
Advanced (A)	3	3			6
Total	13	9	4	2	29

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

B. After reviewing and analyzing the assessment data, answer the following

	A	3	3		
	P				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	18		1	
Math A	21		4	
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment	10		1	
Physics				

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph O'Brien	Assistant Principal		
Mary McVey	Parent Coordinator		
Kim Sievers	ESL Teacher		
Jeanne Johnson	Parent		
Juanita Ruano	Teacher/Subject Area		
Linda DiMare	Teacher/Subject Area		
	Coach		
	Coach		
Joyce Ippolito	Guidance Counselor		
Rich D'Auria	School Achievement Facilitator		
Karen Ditolla	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS - CONTINUED

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP

McKEE HIGH SCHOOL LANGUAGE ALLOCATION POLICY 2009- 2010

The Language Allocation Policy (L.A.P.) committee consists of the following:

Sharon Henry, Principal
Joe O'Brien, AP Supervision/English
Kathleen Eberlein, AP Guidance and Special Education
Kim Sievers, E.L.L. Teacher/Coordinator
Juanita Ruano, E.L.L. Teacher
Patricia Geoli, E.L.L. Teacher
Mary McVey, parent Coordinator
Ro D'Adamo, Attendance Secretary
Jeff Pedersen, ELL Data Specialist

ELL Identification and Intake Process

Parents are contacted and invited to attend a mandatory meeting with Mr. O'Brien, Ms. Sievers, Ms. Ruano, Ms. DiMare and/or Ms. Ippolito to take place in Room 415. Attendance is recorded.

Ms. Sievers, our licensed ESL teacher, will administer all incoming Home Language Surveys

Families and the ELL team have an informal meeting to establish the student's dominant language.

Students and parents are given the Home Language Identification Survey. When completed, a copy is given to Mr. O'Brien. The LAB R examination is given to the student (if necessary) When completed, a copy is given to Mr. O'Brien.

Families are shown the DVD regarding ELL programs (Transitional Bilingual, Dual Language, Freestanding ESL) and given the Parent Survey and Program Selection form. When completed, a copy is given to Mr. O'Brien.

Parents are given a copy of the dates of important ELL Parent Meetings for the year.

Parents are given a copy of the after school ELL tutoring schedule for the year.

Continued Entitlement letters are sent to all ELL families currently being served. When completed, copies of each letter are given to Mr. O'Brien.

Ms. Sievers and/or Ms. Ruano will score the LAB-R and identify the students proficiency. This information will be written in an e mail to Mr. O'Brien, Ms. Eberlein, Ms. Ippolito and Ms. DiMare.

The completed and scored LAB-R will be copied and both copies given to Mr. O'Brien within 3 days of the interview.

Mr. O'Brien will hand deliver the scored LAB-R to Nilda Kraft at the ISC within 10 days of the parent/student intake interview.

Mr. O'Brien, Ms. Sievers and Parent Coordinator, Ms. McVey are notified upon arrival of a student's family or caregivers at McKee. At this initial meeting, parents and/or caregivers are given the opportunity to screen the ELL Program DVD and review the parent survey and program selection form. These materials are also provided at our ELL Parent Welcome Meet and Greet which occurs during Parent Teacher Afternoon from 3-4 pm on Friday, October 30, 2009. We will also review this information along with ESL student performance and goals at our ESL Parent Meeting on November 13, 2009 from 3 to 5pm. Letters and phone calls will be made by Ms. Sievers, Ms. Ruano and Ms. McVey to all ELL families as to ensure outreach.

Entitlement letters are sent home to ELL families by our Parent Coordinator Mary McVey and distributed to the students to bring home at the beginning of each semester. Mr. O'Brien, working in conjunction with Ms. Ruano and Ms. Sievers offer extra credit for all students who promptly return their materials.

After a deep and thorough analysis of student performance on the NYSESLAT examination, past scholarship, and attendance, a student is programmed for ESL classes based upon their proficiency levels found on the RLAT report. Student progress is closely monitored via monthly ESL study group meetings and faculty conferences. Continued entitlement letters are sent every semester to all ELL families in their home language.

Unfortunately, our return rate of our Parent Survey and Selection forms has been so low that we cannot use it as a reliable data source. We are certain that our new strategy whereby we assign the delivery and return of the document as an extra credit assignment in conjunction with the traditional mailings will help us identify trends and outliers in the data. We are certain that our new strategy whereby we assign the delivery and return of the document as an extra credit assignment in conjunction with the traditional mailings will help us identify trends and outliers in the data. Further, by inviting parents to the school in October 30th, November 13th, December , we hope to establish a strong rapport with the

families of our ELLs and use their input to help guide our program and provide true alignment between the parent selection and the program model offered.

Programming and Schedule Information

McKee High School contains a freestanding E.S.L. program. There are three levels:

Beginner – (includes literacy level) has one general E.S.L. class and two E.S.L. “workshop” classes that focus on listening/speaking and reading/writing. These classes meet 3 times a day, every day. This Spring, in preparation for the US History Regents examination in June, 2010, we will transition to 2 ESL classes PLUS one Push In class via US History- the most challenging exam and class for our ELLs.
Intermediate – students receive two class units per day focusing on listening/speaking and reading/writing. Both are traditional ESL classes.
Advanced – E.S.L. students take one E.L.A. general education literature based course and one E.S.L. workshop class.

The L.A.P. committee has carefully drafted a policy to improve the learning and quality of education and to address the special needs of E.L.L.s. Teachers and administrators will work diligently to ensure that the Beginners, Intermediates, and Advanced students achieve one level of proficiency per year.

Teachers of E.S.L. students use a standards based – cross cultural format. Instructional adaptations are made according to the needs of the students. Teachers use a variety of methods, including scaffolding, graphic organizers, dialogues, journals, portfolio assessments, schema building, visuals, reflective charts, and contextualization, to insure optimum learning.

Although we currently do not have any SIFE students attending McKee High School, we are in position to meet the language acquisition needs of these students. With a rigorous daily program of ESL instruction, Rosetta Stone English and additional tutoring support every Monday and Wednesday from 3-4 pm, future SIFE students will receive the finest in ESL instruction.

Our newcomers are exposed to high interest texts, innovative software such as Rosetta Stone, Easy Language texts, magazines, bilingual dictionaries and thesauruses will soon be available via McKee’s second year of Title III funding.

Periodic assessments such as ACUITY and Performance Series are used to monitor ELL student progress in relation to the ELA Regents exam. Additionally, our ESL teachers are more than adept in ELA Regents Preparation in the ESL classroom.

E.L.L.s who have passed the NYSESLAT are carefully monitored by the guidance counselor and the E.L.L. coordinator. The E.L.L. coordinator stays in contact with his or her general education teacher to ensure that all academic needs of the students are met. As per the new ruling, McKee High School continues the testing modifications for the maximum number of years (3) during this transitional phase.

Long term ELLs will be given priority when making instructional and curricular decisions. As 8 of the 9 long term ELLs have IEPs and 2 are alternatively assessed we must make every effort to meet the needs of these youngsters so that we can help them achieve NYSESLAT success.

Special Education students' needs are met and implemented as per I.E.P., and New York State mandates. Special Education teachers will receive training in ESL methodologies via professional development workshops and faculty conferences.

Data patterns from the NYSESLAT exam reveal student weaknesses in Listening and Writing for all Beginners and a weakness in Listening and Reading for Intermediates and Advanced students.

The analysis of the modalities with also provide for us unique insights into our ELL population and allow us to tailor our instruction in the use of Listening, Reading and Writing exercises in the classroom setting.

A high number of ELL students are not sitting for the Global History and US History Regents examinations. This trend must end if we are to be able to push these ELLs into the sphere of success. A coordinated outreach with Guidance to family members and ELLs will take place immediately so as to combat this problematic outlier in the data. ELL periodic assessments are used to help teachers identify student strengths and weaknesses. This year we will hold detailed professional development meetings regarding the best ways to identify at risk ELLs and ensure their success on the NYSESLAT exam.

The success of our program hinges upon moving students vertically through the proficiency scale. It is our goal that we will continue this upward trend for year 2010 and beyond.

English Language Learners' performance in the content area, based on the 2009 RCOS Report, is as follows:

English		60%	(0% 65 and higher)
Math		80%	(20% 65 and higher)
Science		86.5%	(68.6% 65 and higher)
Global	80%		(40% 65 and higher)
U.S. History		20%	(0% 65 and higher)

General Education Students

English		90.3%	(80.7% 65 and higher)
Math		80.1%	(71% -65 and higher)
Science		86.5%	(68.6% -65 and higher)
Global	84%		(64.1% 65 and higher)
U.S. History		80.1%	(70.5% 65 and Higher)

We have identified English and US History disciplines as having the largest discrepancies. E.L.L.s will have more English and US History instruction (bridging) in their E.S.L. classes coupled with a both an ESL and Content area focus upon academic language and vocabulary acquisition. We are entertaining curriculum possibilities of linking US History and Citizenship in ESL classes. We are exploring the possibility of Native Language Arts through Title III funding.

For E.L.L.s that have reached proficiency on the NYSESLAT but still need transitional support have supplementary instruction after school on Mondays and Wednesdays that focuses on Rosetta Stone English, listening/speaking and reading/writing. Tutoring is also offered, preparing students for the Regents through in depth review sessions and day off phone calls. We also offer college now courses through our English, Science, and Math programs aligned with Kingsborough Community College.

We will once again provide Native Language Arts in the Spring of 2010 to help provide innovative instruction in Native Language Arts and additional support services across the disciplines. Additionally, we will be expanding our Rosetta Stone ELL Program in our new Mac Lab which we purchased via a grant from the Staten Island Foundation. Here, students will embark upon the exciting acquisition of English using industry standard technology. Due to budgetary cuts, we were unable to offer NLA in the fall semester. We look forward to offering it again in the Spring via Title III monies

All ELLs of McKee High School are afforded equal access to school programs and are encouraged to participate in all of the upcoming field trips in this Spring's Native Language Arts classes. Tutoring in all disciplines is also offered on Mondays and Wednesdays from 3-4 pm.

Our ELL population can harness the power of technology in our new Mac lab by working with a proficiency-specific partner on a range of project-based activities such as: Listening Exercises using iTunes, iPhoto, Podcasts and Public Service Announcements in the classroom. Students also have the ability to practice the English Language by creating voice-overs, blogs, and slideshow narration to perfect their vocabulary, accent and comprehension. Additionally, students also practice their writing in English by creating visual presentations, films, and slideshows showcasing their mastery of English Language Arts.

Our Level 1 and 2 performing ELL students will take NYCDOE's free online literacy program entitled Scantron Performance Plus to highlight their strengths and weaknesses in literacy. Based upon this data, teachers could then differentiate their instruction in skills such as decoding, inference and recall. Further, teachers could create high interest projects utilizing the power of the Mac OSX operating system and the myriad of creative applications built for teachers embedded in these programs. Some strategies include but are not limited to: Career and college writing preparation, resumes, pod casts, public service announcements, use of historical fiction, non-fiction and poetry, analysis of controlling ideas literary elements, and Journals for student writing revision. Further, iMovie can be used in digital filmmaking of narratives to harness the imagination, creativity and energy of our students when used in conjunction with cooperative, differentiated instruction.

Native Language Arts will begin in January 2010 in the spring semester. It will meet 3 times per week (Mondays, Wednesdays, and Fridays) and be led by Ms. Sievers and/or Ms. Geoli.

All required services support and resources correspond to ELLs' ages and grade levels.

McKee High School will soon have a mentoring system for newcomers. The students assisting the newcomers are referred to as Student Ambassadors. They are carefully selected by the E.L.L. Coordinator to assist the newcomer to McKee High School and New York City. Upon entry to the school, the parents are welcomed with a videotape and orientation given by the Parent Coordinator. A question and answer session is held. The teachers of the newcomer are provided with information about the new students, his/her origin and the amount of time he/she has been in the United States. The LAB-R is given within 10 days of the students' arrival. He/she is then placed in the appropriate level.

We are proud to offer Spanish as our language elective at McKee CTE High School.

Professional Development

E.S.L. and subject area teachers will be involved in a variety of staff and/or professional development activities that ensure the successful implementation of instructional strategies that enhance the education of E.L.L.s. English, Special Education and Foreign Language Teachers will participate in full-day offsite professional development sessions which include topics such as E.S.L. in the content areas, the New York State Regents examinations, applied learning standards and lesson planning that includes E.L.L. students and literature-based instruction for the English language development and E.L.L. apprenticeship for high schools via QTEL training. Additional professional development will be offered in Apple Technologies and literacy strategies for English Language Learners.

Parental Development

Parents/Guardians of English Language Learners at McKee HS will be provided with FIVE workshop classes with translation services in literacy, academic language and how to analyze their child's transcript. All classes will also teach parents how to use Apple products such as iLife and iWork materials.

Additional topics may include but are not limited to:

- The Reader's and Writer's Workshop
- The Math Workshop Model
- How to Prepare My Child for Citywide and Statewide Assessments
- Becoming Familiar with the NYC Public School System/Citywide and Statewide Assessment Calendar
- How to Interpret Citywide and Statewide Results
- The Components and Structure of the NYSESLAT
- Promotional Policy for ELLs
- End of Program Celebration

These workshops will enable parents to take an active part in their child's learning and also serve to improve student achievement. A series of one-hour workshops will be held on a monthly basis (times to be announced throughout the school year) to accommodate varying parent/guardian schedules.

Parent workshops will be facilitated by the Assistant Principal, Parent Coordinator, ESL Lead Teacher and ESL Guidance Counselor. Refreshments and food will be paid by Title III.

Data Analysis

English Language Learners' performance in the content area, based on the 2009 RCOS Report, is as follows:

English		60%	(0% 65 and higher)
Math		80%	(20% 65 and higher)
Science		86.5%	(68.6% 65 and higher)
Global	80%		(40% 65 and higher)
U.S. History		20%	(0% 65 and higher)

General Education Students

English		90.3%	(80.7% 65 and higher)
Math		80.1%	(71% -65 and higher)
Science		86.5%	(68.6% -65 and higher)
Global	84%		(64.1% 65 and higher)
U.S. History		80.1%	(70.5% 65 and Higher)

We have identified English and US History disciplines as having the largest discrepancies. E.L.L.s will have more English and US History instruction (bridging) in their E.S.L. classes coupled with a both an ESL and Content area focus upon academic language and vocabulary acquisition. We are entertaining curriculum possibilities of linking US History and Citizenship in ESL classes. We are exploring the possibility of Native Language Arts through Title III funding.

For E.L.L.s that have reached proficiency on the NYSESLAT but still need transitional support will have supplementary instruction after school on Mondays and Wednesdays that focuses on Rosetta Stone English, listening/speaking and reading/writing. Tutoring is also offered,

preparing students for the Regents through in depth review sessions and day off phone calls. We also offer college now courses through our English, Science, and Math programs aligned with Kingsborough Community College.

We will once again provide Native Language Arts in the Spring of 2010 to help provide innovative instruction in Native Language Arts and additional support services across the disciplines. Additionally, we will be expanding our Rosetta Stone ELL Program in our new Mac Lab which we purchased via a grant from the Staten Island Foundation. Here, students will embark upon the exciting acquisition of English using industry standard technology.

Due to budgetary cuts, we were unable to offer NLA in the fall semester. We look forward to offering it again in the Spring via Title III monies

All ELLs of McKee High School are afforded equal access to school programs and are encouraged to participate in all of the upcoming field trips in this Spring's Native Language Arts classes. Tutoring in all disciplines is also offered on Mondays and Wednesdays from 3-4 pm.

Our ELL population can harness the power of technology in our new Mac lab by working with a proficiency-specific partner on a range of project-based activities such as: Listening Exercises using iTunes, IPhoto, Podcasts and Public Service Announcements in the classroom. Students also have the ability to practice the English Language by creating voice-overs, blogs, and slideshow narration to perfect their vocabulary, accent and comprehension. Additionally, students also practice their writing in English by creating visual presentations, films, and slideshows showcasing their mastery of English Language Arts.

Our Level 1 and 2 performing ELL students will take NYCDOE's free online literacy program entitled Scantron Performance Plus to highlight their strengths and weaknesses in literacy. Based upon this data, teachers could then differentiate their instruction in skills such as decoding, inference and recall. Further, teachers could create high interest projects utilizing the power of the Mac OSX operating system and the myriad of creative applications built for teachers embedded in these programs. Some strategies include but are not limited to: Career and college writing preparation, resumes, pod casts, public service announcements, use of historical fiction, non-fiction and poetry, analysis of controlling ideas literary elements, and Journals for student writing revision. Further, iMovie can be used in digital filmmaking of narratives to harness the imagination, creativity and energy of our students when used in conjunction with cooperative, differentiated instruction.

Native Language Arts will begin in January 2010 in the spring semester. It will meet 3 times per week (Mondays, Wednesdays, and Fridays) and be led by Ms. Sievers and/or Ms. Gioeli.

McKee High School has a mentoring system for newcomers. The students assisting the newcomers are referred to as Student Ambassadors. They are carefully selected by the E.L.L. Coordinator to assist the newcomer to McKee High School and New York City. Upon entry to the school, the parents are welcomed with a videotape and orientation given by the Parent Coordinator. A question and answer session is held. The teachers of the newcomer are provided with information about the new students, his/her origin and the amount of time he/she has been in the United States. The LAB-R is given within 10 days of the students' arrival. He/she is then placed in the appropriate level.

We are proud to offer Spanish as our language elective at McKee CTE High School

Part C: For schools that will receive Title III ELL Supplemental Services for 2009-2010:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1) (a)

Grade Level(s) 29	Number of Students to be Served:	LEP	Non-LEP
Number of Teachers 2	Other Staff (Specify)		

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our Program

Our school implements freestanding ESL programs in accordance with CR Part 154 and Title III guidelines for approximately 29 students. All ESL teachers are fully certified. The ESL classes provide services to all entitled students using both the traditional devoted CR Part 154 model and the push-in model as well.

Instruction is tailored to comply with the city and state performance standards. All students are also provided with differentiated instruction to meet or exceed city and state learning and performance standards. Our goal and vision is to create a learning community in which students and staff as well as parents learn together through meaningful experiences. Additionally, staff members as well as parents participate in high quality professional development. Teachers enhance their teaching and learning and students improve their knowledge, performance and academic achievement.

McKee High School contains a freestanding E.S.L. program. There are three levels:

Beginner – (includes literacy level) has one general E.S.L. class and two E.S.L. “workshop” classes that focus on listening/speaking and reading/writing. These classes meet 3 times a day, every day. This Spring, in preparation for the US History Regents examination in June, 2010, we will transition to 2 ESL classes PLUS one Push In class via US History- the most challenging exam and class for our ELLs.
Intermediate – students receive two class units per day focusing on listening/speaking and reading/writing. Both are traditional ESL classes.
Advanced – E.S.L. students take one E.L.A. general education literature based course and one E.S.L. workshop class.

The L.A.P. committee has carefully drafted a policy to improve the learning and quality of education and to address the special needs of E.L.L.s. Teachers and administrators will work diligently to ensure that the Beginners, Intermediates, and Advanced students achieve one level of proficiency per year.

Teachers of E.S.L. students use a standards based – cross cultural format. Instructional adaptations are made according to the needs of the students. Teachers use a variety of methods, including scaffolding, graphic organizers, dialogues, journals, portfolio assessments, schema building, visuals, reflective charts, and contextualization, to insure optimum learning.

Although we currently do not have any SIFE students attending McKee High School, we are in position to meet the language acquisition needs of these students. With a rigorous daily program of ESL instruction, Rosetta Stone English and additional tutoring support every Monday and Wednesday from 3-4 pm, future SIFE students will receive the finest in ESL instruction.

Our newcomers are exposed to high interest texts, innovative software such as Rosetta Stone, Easy Language texts, magazines, bilingual dictionaries and thesauruses will soon be available via McKee’s second year of Title III funding.

Periodic assessments such as ACUITY and Performance Series are used to monitor ELL student progress in relation to the ELA Regents exam. Additionally, our ESL teachers are more than adept in ELA Regents Preparation in the ESL classroom.

E.L.L.s who have passed the NYSESLAT are carefully monitored by the guidance counselor and the E.L.L. coordinator. The E.L.L. coordinator stays in contact with his or her general education teacher to ensure that all academic needs of the students are met. As per the new ruling, McKee High School continues the testing modifications for the maximum number of years (3) during this transitional phase.

Long term ELLs will be given priority when making instructional and curricular decisions. As 8 of the 9 long term ELLs have IEPs and 2 are alternatively assessed we must make every effort to meet the needs of these youngsters so that we can help them achieve NYSESLAT success.

Special Education students’ needs are met and implemented as per I.E.P., and New York State mandates. Special Education teachers will receive training in ESL methodologies via professional development workshops and faculty conferences.

Data patterns from the NYSESLAT exam reveal student weaknesses in Listening and Writing for all Beginners and a weakness in Listening and Reading for Intermediates and Advanced students.

The analysis of the modalities will also provide for us unique insights into our ELL population and allow us to tailor our instruction in the use of Listening, Reading and Writing exercises in the classroom setting.

A high number of ELL students are not sitting for the Global History and US History Regents examinations. This trend must end if we are to be able to push these ELLs into the sphere of success. A coordinated outreach with Guidance to family members and ELLs will take place immediately so as to combat this problematic outlier in the data. ELL periodic assessments are used to help teachers identify student strengths and weaknesses. This year we will hold detailed professional development meetings regarding the best ways to identify at risk ELLs and ensure their success on the NYSESLAT exam.

The success of our program hinges upon moving students vertically through the proficiency scale. It is our goal that we will continue this upward trend for year 2010 and beyond.

We have identified English and US History disciplines as having the largest discrepancies. E.L.L.s will have more English and US History instruction (bridging) in their E.S.L. classes coupled with a both an ESL and Content area focus upon academic language and vocabulary acquisition. We are entertaining curriculum possibilities of linking US History and Citizenship in ESL classes. We are exploring the possibility of Native Language Arts through Title III funding.

For E.L.L.s that have reached proficiency on the NYSESLAT but still need transitional support have supplementary instruction after school on Mondays and Wednesdays that focuses on Rosetta Stone English, listening/speaking and reading/writing. Tutoring is also offered, preparing students for the Regents through in depth review sessions and day off phone calls. We also offer college now courses through our English, Science, and Math programs aligned with Kingsborough Community College.

We will once again provide Native Language Arts in the Spring of 2010 to help provide innovative instruction in Native Language Arts and additional support services across the disciplines. Additionally, we will be expanding our Rosetta Stone ELL Program in our new Mac Lab which we purchased via a grant from the Staten Island Foundation. Here, students will embark upon the exciting acquisition of English using industry standard technology. Due to budgetary cuts, we were unable to offer NLA in the fall semester. We look forward to offering it again in the Spring via Title III monies

All ELLs of McKee High School are afforded equal access to school programs and are encouraged to participate in all of the upcoming field trips in this Spring's Native Language Arts classes. Tutoring in all disciplines is also offered on Mondays and Wednesdays from 3-4 pm.

Our ELL population can harness the power of technology in our new Mac lab by working with a proficiency-specific partner on a range of project-based activities such as: Listening Exercises using iTunes, iPhoto, Podcasts and Public Service Announcements in the classroom. Students also have the ability to practice the English Language by creating voice-overs, blogs, and slideshow narration to perfect their vocabulary, accent and comprehension. Additionally, students also practice their writing in English by creating visual presentations, films, and slideshows showcasing their mastery of English Language Arts.

Our Level 1 and 2 performing ELL students will take NYCDOE's free online literacy program entitled Scantron Performance Plus to highlight their strengths and weaknesses in literacy. Based upon this data, teachers could then differentiate their instruction in skills such as decoding, inference and recall. Further, teachers could create high interest projects utilizing the power of the Mac OSX operating system and the myriad of creative applications built for teachers embedded in these programs. Some strategies include but are not limited to: Career and college writing preparation, resumes, pod casts, public service announcements, use of historical fiction, non-fiction and poetry, analysis of controlling ideas literary elements, and Journals for student writing revision. Further, iMovie can be used in digital filmmaking of narratives to harness the imagination, creativity and energy of our students when used in conjunction with cooperative, differentiated instruction.

Native Language Arts will begin in January 2010 in the spring semester. It will meet 3 times per week (Mondays, Wednesdays, and Fridays) and be led by Ms. Sievers and/or Ms. Geoli.

All required services support and resources correspond to ELLs' ages and grade levels.

McKee High School will soon have a mentoring system for newcomers. The students assisting the newcomers are referred to as Student Ambassadors. They are carefully selected by the E.L.L. Coordinator to assist the newcomer to McKee High School and New York City. Upon entry to the school, the parents are welcomed with a videotape and orientation given by the Parent Coordinator. A question and answer session is held. The teachers of the newcomer are provided with information about the new students, his/her origin and the amount of time he/she has been in the United States. The LAB-R is given within 10 days of the students' arrival. He/she is then placed in the appropriate level.

We are proud to offer Spanish as our language elective at McKee CTE High School

The primary languages of the E.L.L.s are the following: Spanish, Arabic, KPELLE, and Tamil

In the four modalities of the NYSESLAT (speaking, reading, writing, listening), the majority of the students scored lowest in reading and listening.

Currently, McKee High School does not have any students with interrupted formal education.

Tutoring is available during pd 10 on Mondays and Wednesdays. High interest texts, innovative software such as Rosetta Stone, Easy language books, magazines, bilingual dictionaries and thesauruses will soon be available via McKee's second year of Title III funding.

Periodic assessments such as Performance Series are used to monitor progress.

Special Education students' needs are met and implemented as per I.E.P., and New York State mandates.

E.L.L.s whom have passed the NYSESLAT are carefully monitored by the guidance counselor and the E.L.L. coordinator. The E.L.L. coordinator stays in contact with his or her general education teacher to ensure that all academic needs of the students are met. As per the new ruling McKee High School continues the testing modifications for the maximum number of years (3) during this transitional phase.

Our E.S.L. teacher/coordinator is fully and permanently licensed as of September 1, 1999.

We have identified English and US History disciplines as having the largest discrepancies. E.L.L.s will have more English and US History instruction (bridging) in their E.S.L. classes coupled with a both an ESL and Content area focus upon academic language and vocabulary acquisition. We are entertaining curriculum possibilities of linking US History and Citizenship in ESL classes. We are exploring the possibility of Native Language Arts through Title III funding.

E.L.L.s that are in E.S.L. longer than three years (long-term E.L.L.s) have supplementary instruction before and/or after school that focus on listening/speaking and reading/writing. Tutoring is also offered, preparing students for the Regents through in depth review sessions and day of phone calls. We also offer college now courses through our English, Science, and Math programs aligned with Kingsborough Community College.

E.S.L. and subject area teachers will be involved in a variety of staff and/or professional development activities that ensure the successful implementation of instructional strategies that enhance the education of E.L.L.s. English, Special Education and Foreign Language Teachers will participate in full-day offsite professional development sessions which include topics such as E.S.L. in the content areas, the New York State Regents examinations, applied learning standards and lesson planning that includes E.L.L. students and literature-based instruction for the English language development and E.L.L. apprenticeship for high schools via QTEL training.

McKee High School is starting a mentoring system for newcomers. The students assisting the newcomers are referred to as Student Ambassadors. They are carefully selected by the E.L.L. Coordinator to assist the newcomer to McKee High School and New York City. Upon entry to the school, the parents are welcomed with a videotape and orientation given by the Parent Coordinator. A question and answer session is held. The teachers of the newcomer are provided with information about the new students, his/her origin and the amount of time he/she has been in the United States. The LAB-R is given within 10 days of the students' arrival. He/she is then placed in the appropriate level.

Title III Needs

With this infusion of Title III ELL funds, we plan to create a comprehensive and rigorous improvement to not only the ESL curriculum, but its classroom delivery. These improvements are as follows:

The Creation of a Native Language Arts Program

McKee's Title III program provides English Language Learners with supplemental instruction in Native Language Arts setting. The instructional programs will service Spanish Speaking ELLs in grades 9-12 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. All students at the beginner, intermediate and advanced levels will be invited to participate in the program.

The Native Language Arts classes will meet a total of 57 sessions beginning in February 2010 through June 2010, from 3:00 p.m.- 4:00 p.m. The class will have 25 students. Certified ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on Native language culture, customs, politics, current events, and entertainment. The content area instruction will be in the Native language Spanish. Various strategies will be used to provide the students with optimum opportunity to achieve proficiency and meet the standards on the Spanish Regents, NYSESLAT, and all other city and state assessments. To provide additional instruction to students, Native Language Libraries, Math problem solving materials, NYSESLAT practice materials and supplemental materials will be used to enhance English, Native Language Arts and Math. General supplies will be purchased. Supplies include chart paper, markers, erasers, and certificates of achievement for the program. This program will also, have a supervisor to assure safety, rigorous academic and quality education.

In this class, scheduled to begin in Spring of 2010, Ms. Sievers, our licensed ESL teacher will work with our 25 Spanish Speaking ELLs to discover nuances in Spanish culture and literature via standards based lessons culminating in the successful completion of the Spanish Regents with the majority of students passing with a 65 or higher. Students will meet for 57 sessions during period 10 in room 427.

Additionally, once a week teachers of ESL will have 1 hour to collaborate on curriculum development and cross discipline projects such as Apple digital filmmaking, NYSESLAT Skills, ELA Regents Prep, Vocabulary Acquisition, and Differentiation of Instruction

February 1, 3, 5, 8, 10, 12, 22, 24, 26

March 1, 3, 5, 8, 10, 12, 15, 17, 19, 22, 24, 26, 29, 31

April 2, 5, 7, 9, 12, 14, 16, 19, 21, 21, 23, 26, 28, 30

May 3, 5, 7, 10, 12, 14, 17, 19, 21, 24, 26, 28, 31

June 2, 4, 7, 9, 11, 14, 16, 18,

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Title III ESL Professional Development Program will focus on providing ESL teachers the opportunity to enhance their knowledge by additionally conducting professional development in the infusion of ESL strategies in the content area on differentiated instruction based upon language proficiency, Apple Technologies, Alignment of America’s Choice Workshop Model for ELLs with citywide core curriculum.

Parent Involvement

Parents/Guardians of English Language Learners at McKee HS will be provided with FIVE workshop classes with translation services in literacy, academic language and how to analyze their child's transcript. All classes will also teach parents how to use Apple products such as iLife and iWork materials

Additional topics may include but are not limited to:

- The Reader's and Writer's Workshop
- The Math Workshop Model
- How to Prepare My Child for Citywide and Statewide Assessments
- Becoming Familiar with the NYC Public School System/Citywide and Statewide Assessment Calendar
- How to Interpret Citywide and Statewide Results
- The Components and Structure of the NYSESLAT
- Promotional Policy for ELLs
- End of Program Celebration

These workshops will enable parents to take an active part in their child's learning and also serve to improve student achievement. A series of one-hour workshops will be held on a monthly basis (times to be announced throughout the school year) to accommodate varying parent/guardian schedules.

Tentative Schedule

October 30, 2009

November 13, 2009 *with Guidance Counselor

December 16, 2009

February 5, 2010

March 19, 2010 *with Guidance Counselor

April 16, 2010

Parent workshops will be facilitated by the Assistant Principal, Parent Coordinator, ESL Lead Teacher and ESL Guidance Counselor. Refreshments and food will be paid by Title III.

Materials and Supplies

The Purchase of Materials and Supplies such as chart paper, markers, pens, notebooks, word to word dictionaries, and thesauruses

The purchase of a tripod front projection screen and audio visual equipment such as a digital camera, speakers and recorder for student podcasts and presentations

School District R31
BEDS Code

For Title III Instructional Program

BUDGET NARRATIVE

** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
--------------------------------------	---

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
-----------------------------	---

Code 15 Professional Salaries	<p>PROFESSIONAL SALARIES: INSTRUCTIONAL</p> <p><i>Native Language Arts</i></p> <p>(Teachers)* (Sessions)* (hours)* (rate) = (1) (57) (57) (\$49.89)*</p> <p style="text-align: right;">= \$2843.73</p> <p>(Administrator)* (Sessions)* (hours)* (rate) = (1) (57) (57) (\$52.21)*</p> <p style="text-align: right;">= \$3260.97</p> <p>Subtotal: \$6104.70</p> <p><i>ESL Tutoring Initiative</i></p> <p>(Teachers)* (Sessions)* (hours)* (rate) = (1) (55) (55) (\$49.89)*</p> <p style="text-align: right;">= \$2743.95</p> <p>(Administrator)* (Sessions)* (hours)* (rate) = (1) (57) (57) (\$52.21)*</p> <p style="text-align: right;">= \$2871.55</p> <p>Subtotal: \$5,615.50</p> <p style="text-align: center;">Total: \$ 11,720.20</p> <p>PROFESSIONAL SALARIES: Parent Workshops</p>
---	---

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this title)</i>
	N/A
<i>Code 40</i> Purchased Services	<i>Apple 1 to 1 Training \$200</i> <i>QTEL Strategies \$475</i>
<i>Code 45</i> Supplies and Materials	<i>Reading Comprehension, Writing Skills and Problem Solving books, thesauruses, Word to Word Dictionaries</i> <i>Native Language Arts Libraries, chart paper, certificates, markers and other supplies.</i> <i>Audio Visual Equipment such as computer speakers and a projection screen</i> <i>Total: \$1279.72</i>
<i>Code 46</i> Travel Expenses	N/A

School District 31

For Title III Instructional Program

BEDS Code _____

<i>Code 80</i> Employee Benefits	<i>N/A (Fringe Benefits included in per session calculation)</i>
<i>Code 90</i> Indirect Cost	<i>N/A</i>
<i>Code 49</i> BOCES Services	<i>N/A</i>
<i>Code 30</i> Minor Remodeling	<i>N/A</i>
<i>Code 20</i> Equipment	<i>N/A</i>

Category	Proposed Expenditure
Code 15 – Professional Salaries Instructional Professional Development Parent/Com. Involvement Total Code 15	\$ 11720.20 598.68 \$ 726.40 \$13,045.28
Code 45 – Supplies and Materials Instructional Professional Development Parent/Com	\$1279.72
Code 40- Purchased Services <p style="text-align: right;">Total</p>	<i>QTEL Strategies \$475</i> <i>Apple 1 to 1 Training \$200</i>
School Budget Summary Total	\$15,000

Number of Teachers and Support Personnel for 2009-10

School Building: Ralph R. McKee Career & Technical H.S. District 31

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers		Bilingual Program	ESL Program	
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
Ralph R. McKee H.S.		1		0		0	1
TOTALS		1					Grand Total

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

ADDITIONAL LANGUAGES

Acholi (ACH)	Ewe (EWE)	Macedonian (MKD)	Shina (SCL)
Adangme (ADA)	Finnish (FIN)	Malay (MLY)	Sidamo (SID)
Afrikaans (AFR)	Garifuna (CAB)	Malayalam (MAL)	Sindhi (SND)
Akan (AKA)	Georgian (KAT)	Maltese (MLT)	Slovak (SLK)
Algonquin (ALQ)	German (GER)	Mandinka (MNK)	Slovenian (SLV)
Amharic (AMH)	Guarani (GUG)	Marathi (MAR)	Somali (SOM)
Arabic (ARB)	Gujarati (GUJ)	Mende (MEN)	Sotho-Southern (SOT)
Arawak (ARW)	Hausa (HAU)	Mohawk (MOH)	Sukuma (SUK)
Assamese (ASM)	Hebrew (HEB)	Ndebele (NDE)	Swahili (SWH)
Aymara (AYC)	Hindi (HIN)	Nyanja (NYA)	Swedish (SWE)
Basque (BAQ)	Hungarian (HUN)	Oneida (ONE)	Tajiki (TGK)
Bemba (BEM)	Ibo (IBO)	Papiamentu (PAP)	Tamil (TAM)
Bengali (BEN)	Icelandic (ISL)	Pashto (PST)	Telugu (TEL)
Bhili (BHB)	Ilocano (ILO)	Romanian (RON)	Thai (THA)
Brahui (BRH)	Indonesian (IND)	Romansch (ROH)	Tigre (TIG)
Breton (BRE)	Kabyle (KAB)	Rundi (RUN)	Tonga (TNZ)
Bulgarian (BUL)	Kamba (KAM)	Samoan (SMO)	Turkish (TUR)
Cebuan (CEB)	Kashmiri (KAS)	Sanskrit (SAN)	Ukrainian (UKR)
Cham (CHA)	Konkani (KNN)	Seneca (SEE)	Urdu (URD)
Czech (CES)	Lao (LAO)	Seri (SEI)	Wolof (WOL)
Danish (DAN)	Latvian (LAV)	Shan (SHN)	Yoruba (YOR)
Estonian (EST)	Lithuanian (LIT)	Shona (SNA)	Zulu (ZUL)

SAMPLE STUDENT SCHEDULE 20090-10 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in ___ Pull-out
 Indicate Proficiency Level: √ ___ Beginning ___ Intermediate ___ Advanced

School District: **31**

School Building: **R600**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:17 a.m. To: 8:00 a.m.	Subject (Specify) Phys Ed	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: 8:47 a.m. To: 9:33 a.m.	Subject (Specify) ESL	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
3	From: 9:35 a.m. To: 10:18 a.m.	Subject (Specify) Lunch	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
4	From: 10:20 a.m. To: 11:03 a.m.	Subject (Specify) US History ESL	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
5	From: 11:05 a.m. To: 11:48 a.m.	Subject (Specify) Living Envir Lab	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
6	From: 11:50 a.m. To: 12:33 p.m.	Subject (Specify) Int Algebra (T—R) Living Envir (M-W-F)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
7	From: 12:35 a.m. To: 1:18 p.m.	Subject (Specify) Int Alg 1/4	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
8	From: 1:20 p.m. To: 2:03 p.m.	Subject (Specify) ESL	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
9	From: 2:05 p.m. To: 2:48 p.m.	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: TBE Dual Language

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: **31**

School Building: **R600**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 7:17 a.m. To: 8:00 a.m.	Phys Ed				
1	From: 7:17 a.m. To: 8:00 a.m.	Subject (Specify) Living Envir Living Env Lab	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: 8:47 a.m. To: 9:33 a.m.	Subject (Specify) Int Alg 1/3 Living Envir	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
3	From: 9:35 a.m. To: 10:18 a.m.	Subject (Specify) Int Alg 1/3	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
4	From: 10:20 a.m. To: 11:03 a.m.	Subject (Specify) English 1 Hon	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
5	From: 11:05 a.m. To: 11:48 a.m.	Subject (Specify) Lunch	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
6	From: 11:50 a.m. To: 12:33 p.m.	Subject (Specify) US History	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
7	From: 12:35 a.m. To: 1:18 p.m.	Subject (Specify) Art/Drafting	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
8	From: 1:20 p.m. To: 2:03 p.m.	Subject (Specify) Art of the Workforce	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
9	From: 2:05 p.m. To: 2:48 p.m.	Subject (Specify) ESL	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate √ Advanced

School District: 31 School Building: R600

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:17 a.m. To: 8:00 a.m.	Subject (Specify) Phys Ed	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: 8:47 a.m. To: 9:33 a.m.	Subject (Specify) English 1	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
3	From: 9:35 a.m. To: 10:18 a.m.	Subject (Specify) Lunch	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
4	From: 10:20 a.m. To: 11:03 a.m.	Subject (Specify) US History	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
5	From: 11:05 a.m. To: 11:48 a.m.	Subject (Specify) Living Envir Lab	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
6	From: 11:50 a.m. To: 12:33 p.m.	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
7	From: 12:35 a.m. To: 1:18 p.m.	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
8	From: 1:20 p.m. To: 2:03 p.m.	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
9	From: 2:05 p.m. To: 2:48 p.m.	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

Portuguese (POR)																		
Russian (RUS)																		
Spanish (SPA)																		
Vietnamese (VIE)																		
SUB TOTALS																		

Attach additional sheets if necessary.

--	--	--

students in grades K-6 **Served Identified** in the Building in **2009-10**
 (Do not include long-term LEPs)
 ESL

Total Number of LEP students in grades K-6

in the Building in **2009-10**
 (Do not include long-term LEPs)

Total Number of LEP

Bilingual

This page has been provided to add additional languages, if necessary. Copy as needed.

SUB TOTALS																			

29

Total Number of LEP students
Identified in the Building in 2009-10
 (Do not include long-term LEPs)
 ESL

Total Number of LEP students **Served**
 in the Building in 2009-10
 (Do not include long-term LEPs)

Bilingual

SUB TOTALS																	6			

This page has been provided to add additional languages, if necessary. Copy as needed.

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 33 **Number of Students to be Served:** _____ **LEP** _____ **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** 1 Assistant Principal

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

School District 31

**For Title III Parent Community Involvement
BEDS Code** 35310001

<i>Code 80 Employee Benefits</i>	<i>N/A</i>
<i>Code 90 Indirect Cost</i>	<i>N/A</i>

<i>Code 49</i> <i>BOCES</i> <i>Services</i>	<i>N/A</i>
<i>Code 30</i> <i>Minor</i> <i>Remodeling</i>	<i>N/A</i>
<i>Code 20</i> <i>Equipment</i>	<i>N/A</i>

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Form TIII – A (1)(b)

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
School Year 2009-2010**

Region: 31

CSD: 31

School Building: R600

**Title III, LEP Program
School Building Budget Summary**

Category	Proposed Expenditure
Code 15 – Professional Salaries	
Instructional	\$ 11720.20
Professional Development	598.68
Parent/Com. Involvement	\$ 726.40
Total Code 15	\$13,045.28
Code 45 – Supplies and Materials	
Instructional	\$1279.72
Professional Development	
Parent/Com	
Code 40- Purchased Services	<i>QTEL Strategies \$675</i>
Total	
School Budget Summary Total	\$15,000

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

A comprehensive review of the LAP/ CR Part 154/ESL Compliance Indicators, a review of ELA /Math/ Science and History mailings, a review of mailings from the Guidance and Security Office

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community

We find that McKee, while making great strides in communicating to our ELL families, has not yet created a formalized system by which documents get translated.

Part B: Strategies and Activities

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

Translation Services in Spanish will be completed by our teacher of Spanish, Pat Gioeli. All other translations will be created by using the Office of Translation Services

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Ms. Pat Gioeli, Teacher of Spanish, Ms. Kim Sievers. Ms. Juanita Ruano, Teachers of ESL and Ms. Abigail Zambrano, teacher of Spanish are on hand to provide Oral interpretation services in Spanish. All other oral interpretations will be completed by Office of Translation Services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Ongoing professional development for faculty, staff and administration via School Safety, Guidance, Attendance and Departmental meetings will be used to ensure the lines of communication are always open

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2009-2010 - **\$358,267.00**
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program - **\$3,581.00**
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified - **\$17,914**
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year - **95%**
5. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Several methods will be used to facilitate the forward progress of having our school become 100% highly qualified:

- Teachers will be provided with options and methods to become highly qualified through conversion programs and through the utilization of Title I 5% set aside. Teachers will be given the opportunity to use these funds to supplement educational initiatives purposes that coincide with Title I regulations to meet our goals.
- Teachers are encouraged to take advantage of a conversion program. This program will help teachers certified in a non-shortage area to obtain certification in a subject area that is deemed a shortage area.
- Teachers will be offered the use of the online HOUSSE System, after completion of the BEDS survey, to demonstrate subject matter competency through HQ flexibility.
- A continuing focus will be on the recruitment of teachers in traditional shortage area subjects.
- Teachers will be assisted in matters relating to expiring certification through referral to one-on-one counseling sessions with certification specialists at the ISC.
-

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Sample Template for School Parental Involvement Policy:

I. General Expectations

Ralph R. McKee Career and Technical High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Ralph R. McKee Career and Technical High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: PTA and School Leadership monthly meetings along with various Parent Out-Reach Programs that the school will conduct during the school year. *i.e.*, parent meetings for all grade levels, College and Career Fair, Parent/Teacher conferences, and several mailings informing parents of upcoming events.
2. Ralph R. McKee Career and Technical High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Quality Review and Learning Environment Survey.
3. Ralph R. McKee Career and Technical High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: PTA, School Leadership monthly meetings, and workshops.
4. Ralph R. McKee Career and Technical High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following program: Community Based Organization: New York City Interpersonal Development (“McKee After 3”).
5. Ralph R. McKee Career and Technical High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies: Quality Review, Learning Environment Survey, Principal’s Goals and Objectives, Principal’s Performance Review; Parent Coordinator; Parent Teacher Association; Teacher-Generated Progress Reports.
6. Ralph R. McKee Career and Technical High School will build the school’s and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: McKee After 3, Teacher-Generated Progress Reports, Credit Recovery; Guidance Conferences, and Pupil Personnel Team Conferences. Students are also offered preparatory classes prior to taking RCTs and Regents.
 - iv. College Preparation
 - v. Financial Literacy
 - vi. Freshman Orientation.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by September 2008. The Welcome Back Breakfast for all Parents and Students, Grade level orientation meetings, and the Learning is Key at McKee Parent Workshop, April 2009.
 - c. The school will with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: the school messenger calls made by the Parent Coordinator, school newspaper, the school website: <http://wwwmckeeeths.org>, school scholarship blog: <http://rmhs5blogspot.com>, scholarship information: <http://mckeemoney.blogspot.com>, and teacher and parent instructional information: <http://rmhs-projects.wikispaces.com>; <http://mshenry2.wikispaces.com>.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Parent Coordinator's Office, Workshops: Gang Awareness, Cohort Targeted Scholastic Awareness, Day Against Hate, ADL-Peer Mediation presentations, and HIV/AIDS Prevention Project.
 - e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, are sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Monthly mailings, PTA news-bites, school newspaper, school website, <http://mckeeeths.org>, the school blog, <http://rmhs5blogspot.com>, and the school messenger.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- informing parents of the training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including refreshments and transportation to enable parents to participate in school-related meetings and training sessions;

- training parents to enhance the involvement of other parents;
- maximizing parental involvement and participation in their children’s education by arranging school meetings at a various times; or conducting before school or after school conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences during school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team (“SLT”) and the Parent Teacher Association (“PTA”). This policy was adopted by the Ralph R. McKee Career and Technical High School Fall 2008 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2008.

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact.

(Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Sample Template for School-Parent Compact:

Ralph R. McKee Career and Technical High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

Ralph R. McKee Career and Technical High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The school will implement Differentiated Instruction, attend professional development sessions, use of Smart boards, and Laura Resnick's Principles of Learning.
2. Hold parent-teacher conferences bi-annually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Thursday, October 23, 2008, Friday, October 24, 2008, Thursday, March 26, 2009 and Friday, March 27, 2009.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents will be notified through the School Messenger, individualized phone calls made by teachers and distribution of report cards; teachers using electronically generated progress reports (such as Gradekeeper), and failing letters.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: The staff is available for consultation when report cards and Teacher-Generated Progress Reports are distributed during classes and during Parent/Teacher Conferences. Mailing post cards and notification letters.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: N/A
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring use of internet.
- Volunteering.
- Chaperoning trips.
- Participating, as appropriate, in decisions relating to my children's education through the PTA and SLT.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school and on the school blogs: <http://www.rmhs5.blogspot.com>, <http://www.mckeemoney.blogspot.com>, <http://www.mckeecths.org>, or the school district either received by my child or by mail and responding, as appropriate. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Attend monthly PTA meetings and special events committees.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do homework projects and all tasks every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Gain mastery in academic, social, workforce and employability skills.
- Attend all college preparation workshops and use the material.
- Attend State mandated assessments, PSAT/SAT and ACT preparation classes.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - a) Comprehensive needs assessment from section 4. See Section 4 CEP. In a SWP school we use Title I funds in conjunction with all funding to supplement and support the needs of our students. The students in our subgroups continue to do well and we want to continue to do well with our subgroups of Blacks, Hispanics, and economically disadvantaged students. We must and will continue to meet their needs to maintain their excellent performance. For a comprehensive and in depth analysis, please refer to pages 10-15.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
 - Students are given the opportunity to attend AM and PM classes, as well as a rigorous Saturday Academy program. We offer enrichment programs such as a Robotics program, Graphic arts, music and band instruction, as well as through our Black Box Theater. Our low academic achieving students will have the opportunity to also take advantage of circular 6 assignments in which tutoring and one on one intervention will focus on their needs as well as being a part of the PLATO on line learning and assessment system. For a detailed description of the programs and implementations, please refer to pages 40, 42-45, and 76.
3. Instruction by highly qualified staff.

Only teachers who are certified and have completed one (1) year of teaching will be hired. They will participate in an interview process which involves a demonstration lesson in front of a classroom. All teachers will be certified in their content areas. In addition, there will be use of the Open Market, Job Fair and High School Network and Personnel Office.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

There will be ongoing professional development within departments through sharing of best practices, literacy and numeracy strategies, SMARTBoard training, PLATO training, and United Streaming by the assistant principals and members of each department. There are several days, such as Election Day, set aside for professional development. Our staff members will be given a variety of staff development opportunities to attend during these days. Mentoring through the UFT Teacher Center will take place and educational consultants such as the NY Center for Interpersonal Development and the Peace Power Organization will come in to the school.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Outreach to the SVA program for CTE areas and teacher education programs for the academic content areas. We will be using the services of HR at central and ISC, and open market to attract HQ teachers to our school.

6. Strategies to increase parental involvement through means such as family literacy services.

The Parent Association and the PTA will have regularly scheduled meetings to use as forum to interact with parents. Our parent coordinator will schedule activities for outreach so that we may develop a greater relationship with the parents of our community. We will also use open school night and afternoon, our parent notification system, and regular mailings to create a stronger bond with parents. For a more detailed outline please refer to pages 47, 49, and 57 - 58.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Through the McKee High School Data Inquiry Team along with the subject specific department conferences, teachers will be able to both inform their instruction and the selection of skills, sub-skills, learning targets, curriculum, reevaluation and timely revision process. This information will be used as data along with the SLT and assessment team to guide overall instruction.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Specified assessments will be used to identify students who are in need of academic intervention and they will be supplied with support programs as per the need of the student. For a more comprehensive outline see pages 19 – 37 and 53 – 58.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

McKee High School intends to co-mingle federal, state and local resources to provide academic-intervention services to all students in the areas of literacy, math, science, and social studies. Additionally, we will use funds to provide professional development in the areas of classroom management, literacy, math strategies and techniques to purchase supplemental instructional materials to support the needs of our students, core curriculum resources, online resources to improve academic and behavioral outcomes, and to involve parents in the teaching learning process, as well as, decision making process.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

N/A
(We are a Title I SWP School)

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (if applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production,

composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards also will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The Surveys of Enacted Curriculum (SEC) data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL

program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A comprehensive review of curriculum maps, departmental calendars, formal and informal observations, assessment performance, indicators from item analysis of ELA Regents exams, use of departmental study groups, and a close examination of the state standards revealed our key findings.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our curriculum maps and departmental calendars do not "drill down" to provide specific levels of student cognition as benchmarks

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Increase vertical alignment of classes via inter-study group collaboration within the English Department.

Improve upon current curriculum maps by including successful classroom strategies and lesson plans.

Improve upon our ELA parent partnership initiative where parents receive student progress reports and letters explaining the specific skills, goals, and benchmarks of each semester.

To purchase more material for use in the English Language Arts classroom such as Apple technology, high interest texts and the use of differentiated instruction.

To improve ELL instruction via curriculum revision and realignment with state standards. Additionally, we will refocus our curriculum to increase student NYSESLAT skill modalities.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A comprehensive review of pacing calendars, department calendars, formal and informal observations, teacher to teacher inter-visitations and an analysis of the Acuity assessments and Regents data revealed that their needs to be a stronger alignment of the curriculum to process strands (Problem Solving, Reasoning and Proof, Communications and Representation) for mathematics.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

After conducting formal and informal observations, as well as teacher to teacher inter-visitations reveal that the department must continue to focus on creating differentiated lessons that incorporate and reinforce the process strands in order to increase student achievement in mathematics.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The department will address this issue by meeting in study groups for each of the courses so teachers can collaborate and share best instructional practices. In addition, the study groups will focus on how to utilize differentiated instruction to incorporate the process strands into their lesson plans. The department will continue to conduct inter-visitations to observe how the process strands help to increase students' conceptual understanding of mathematics. Teachers will attend professional development that focuses on differentiated instruction.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM²) and SEC results also shed light on some of the instructional practices in the mathematics

² To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom

classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A comprehensive review of pacing calendars, department calendars, formal and informal observations, teacher to teacher inter-visitations and an analysis of the Acuity assessments and Regents data revealed that teachers have incorporated group work into their daily instructional practice. Teachers will continue to create meaningful group activities that help to differentiate instruction for all students. The majority of mathematics teachers continue to utilize technology as a part of their regular instructional practice.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As a department, we use the Workshop Model as the basis for our lesson plans; we need to continue to collaborate in study groups to create engaging discovery based activities that require students to work collaboratively. We must to continue professional development for the use of differentiated instruction in the mathematics classroom. Teachers have made strides in incorporating group work into their lesson planning. This has resulted in a strong level in student engagement and student performance as evidenced by the 2009-2010 Progress Report. However, we must now create differentiated group work for the different learners in the classroom.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Teachers will attend professional development for differentiated instruction using the Kaplan Lesson Bank. There will be continued professional development offered at faculty conferences and study groups to address this issue. Teachers will continue to conduct inter-visitations so they can observe how their colleagues use differentiated instruction in the classroom. There will also be continued support for teachers to utilize ARIS to differentiate instruction.

strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high (observed frequently or extensively) 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A comprehensive review of curriculum maps, departmental calendars, formal and informal observations, assessment performance, indicators from item analysis of ELA Regents exams, use of departmental study groups, and a close examination of the state standards revealed our key findings.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although we are proud to report the workshop model is our primary instructional model, we find that we need to continue professional development in the use of differentiated instruction and its application in the English Language Arts classroom.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Increase Professional Development in differentiated instruction, Performance Series, English Language Arts, literacy, and Q-Tel Strategies

Continued professional development at Departmental Study Group and Faculty meetings in current ELL strategies

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Informal Teacher Interviews

A comprehensive review of the ELA/ESL/FLA Departments professional development calendar, Study Group and Faculty Agendas revealed our key findings.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Although teachers were aware of QTEL as an ESL methodology, they could not easily explain what strategies and techniques from it they could harness in the classroom.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

English Teachers, the English Language Arts/ESL Assistant Principal and teachers from other core subject areas will be sent for QTEL training beginning in November, 2008.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A comprehensive review of ESL Departmental meetings and faculty meeting agendas.

Informal Teacher Interviews

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Many of our academic and Career and Technical Education teachers of ELL's could not discern which students were ELLs or what levels of proficiency each ELL was currently at in their classroom.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

At the onset of the school year all teachers are given electronic copies of all of their student’s IEPs along with an explanation of the testing procedures for students with modifications listed on their IEP. Professional Development is provided by the compliance coordinator. Each page of the IEP is thoroughly explained. Ongoing professional development is offered through the Teacher’s center located in the building. The staff developer on site provides workshops on Differentiating instruction for students with special needs.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

We believe that both general and special education teachers are familiar with the IEP. Individual training is offered by the compliance coordinator to teachers who need additional support. General education teachers are mandated participants on the IEP meetings and are provided with coverage to ensure that they are in attendance.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

As students enter McKee high school, we review and evaluate their IEP. Professional development is offered to teachers on "How to read and utilize the IEP in their classroom." Teachers are given copies of their students IEPs at the onset of the school year. Both General Education and Special Education teachers participate in the IEP conference. Students receiving "modified promotional criteria" are placed into classes that offer them life skills training. Students are assessed through NYSAA.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We at McKee high school provide testing accommodations to all students with disabilities as per their IEP consistently throughout the day. Teachers are given copies of their student's IEP along with an explanation of their testing accommodations. Procedures have been put in place to allow students to receive their accommodations on all classroom exams as indicated on their IEP. All 28 students with modified promotional criteria listed on their IEP are assessed through the NYSAA procedure. All other students follow the "standard criteria" for graduation. For students who have been suspended, a behavior intervention plan is developed as needed. The plans are distributed to the student's teachers and support staff once developed.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitlePIG.htm>.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Sample Template for School Parental Involvement Policy:

I. General Expectations

Ralph R. McKee Career and Technical High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

7. Ralph R. McKee Career and Technical High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: PTA and School Leadership monthly meetings along with various Parent Out-Reach Programs that the school will conduct during the school year. *i.e.*, parent meetings for all grade levels, College and Career Fair, Parent/Teacher conferences, and several mailings informing parents of upcoming events.
8. Ralph R. McKee Career and Technical High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Quality Review and Learning Environment Survey.
9. Ralph R. McKee Career and Technical High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: PTA, School Leadership monthly meetings, and workshops.
10. Ralph R. McKee Career and Technical High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following program: Community Based Organization: New York City Interpersonal Development (“McKee After 3”).
11. Ralph R. McKee Career and Technical High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies: Quality Review, Learning Environment Survey, Principal’s Goals and Objectives, Principal’s Performance Review; Parent Coordinator; Parent Teacher Association; Teacher-Generated Progress Reports.
12. Ralph R. McKee Career and Technical High School will build the school’s and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - vii. the State’s academic content standards
 - viii. the State’s student academic achievement standards

- ix. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: McKee After 3, Teacher-Generated Progress Reports, Credit Recovery; Guidance Conferences, and Pupil Personnel Team Conferences. Students are also offered preparatory classes prior to taking RCTs and Regents.
 - x. College Preparation
 - xi. Financial Literacy
 - xii. Freshman Orientation.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by September 2008. The Welcome Back Breakfast for all Parents and Students, Grade level orientation meetings, and the Learning is Key at McKee Parent Workshop, April 2009.
 - c. The school will with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: the school messenger calls made by the Parent Coordinator, school newspaper, the school website: <http://wwwmckeeeths.org>, school scholarship blog: <http://rmhs5blogspot.com>, scholarship information: <http://mckeemoney.blogspot.com>, and teacher and parent instructional information: <http://rmhs.wikispaces.com>.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Parent Coordinator's Office, Workshops: Gang Awareness, Cohort Targeted Scholastic Awareness, Day Against Hate, ADL-Peer Mediation presentations, and HIV/AIDS Prevention Project.
 - e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, are sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Monthly mailings, PTA news-bites, school newspaper, school website, <http://mckeeeths.org>, the school blog, <http://rmhs5blogspot.com>, and the school messenger.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- informing parents of the training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including refreshments and transportation to enable parents to participate in school-related meetings and training sessions;

- training parents to enhance the involvement of other parents;
- maximizing parental involvement and participation in their children's education by arranging school meetings at a various times; or conducting before school or after school conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences during school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team ("SLT") and the Parent Teacher Association ("PTA"). This policy was adopted by the Ralph R. McKee Career and Technical High School Fall 2008 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2008.

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Sample Template for School-Parent Compact:

Ralph R. McKee Career and Technical High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

Ralph R. McKee Career and Technical High School will:

14. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The school will implement Differentiated Instruction, attend professional development sessions, use of Smart boards, and Laura Resnick's Principles of Learning.
15. Hold parent-teacher conferences bi-annually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Thursday, October 23, 2008, Friday, October 24, 2008, Thursday, March 26, 2009 and Friday, March 27, 2009.
16. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents will be notified through the School Messenger, individualized phone calls made by teachers and distribution of report cards; teachers using electronically generated progress reports (such as Gradekeeper), and failing letters.
17. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: The staff is available for consultation when report cards and Teacher-Generated Progress Reports are distributed during classes and during Parent/Teacher Conferences. Mailing post cards and notification letters.
18. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: N/A
19. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
20. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
21. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
22. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
23. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
24. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
25. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

26. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring use of internet.
- Volunteering.
- Chaperoning trips.
- Participating, as appropriate, in decisions relating to my children's education through the PTA and SLT.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school and on the school blogs: <http://www.rmhs5.blogspot.com>, <http://www.mckeemoney.blogspot.com>, <http://www.mckeeecths.org>, or the school district either received by my child or by mail and responding, as appropriate. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Attend monthly PTA meetings and special events committees.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do homework projects and all tasks every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Gain mastery in academic, social, workforce and employability skills.
- Attend all college preparation workshops and use the material.
- Attend State mandated assessments, PSAT/SAT and ACT preparation classes.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

(Please note that signatures are not required)

DATE

DATE

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

All schools that receive C4E funding in FY'09 must complete this appendix.

Directions: Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

I. Class Size Reduction

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
 No

Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09

II. Time on Task

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

- C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description: Ms. Stephanie Malvasio, Literacy Coach will provide one-to-one student transcript analysis, periodic assessment and tutoring for our ELLs and Level 1 and 2 students throughout the academic year.

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

Yes

No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)

Program Description:

In the 2008-2009 school year, we are participating in the Teaching Scholars program from the College of Staten Island. Teaching Scholars are assigned to work with teachers in each of the academic departments. Teaching Scholars are able to work with students' one on one or in small groups to provide quality instruction. We are trying to cultivate a teaching pool to replace teachers when they retire.

In previous school years, we have been able to attract Highly Qualified Teachers from the NYC Teaching Fellows Program. It has enabled us to attract highly qualified teachers in science and mathematics. We have a 100% retention rate with the NYC Teaching Fellows.

In the 2008-2009 school year, we are working on participating in the SVA program to train and acquire highly qualified teachers in various disciplines within Career and Technical Education. SVA Teaching candidates are assigned to work with teachers in respective CTE subject areas. SVA candidates are able to work with teachers and students' to assist in providing quality instruction. The purpose here is to create and cultivate a teaching pool to replace teachers when they retire.

In previous school years, we have been able to attract Highly Qualified Teachers from

the SVA program. It has enabled us to attract highly qualified teachers within various fields of CTE study. We have a 100% retention rate with those that have acquired employment within the SVA program.

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

B. Professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements, and limited to 1st and 2nd years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

C. Instructional coaches for teachers (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

D. Instructional coaches for principals (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

IV. Middle and High School Restructuring

- A. Implement Instructional Changes
- B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:

APPENDIX 9: Title I, Part A - Support for Students in Temporary Housing 2009-2010

Federal law requires that all students residing in temporary housing be Title I eligible regardless of the school they attend. Non-Title I schools will receive a Title I allocation based on the number of STH student enrolled multiplied by their respective county per capita amount. All schools will be required to complete CEP Appendix 9 to describe the services you are planning to provide to the STH population.

McKee High School currently serves four students in temporary housing. Ms. Joyce Ippolito, Guidance Counselor, tracts the students to determine their individual needs. Students are given instructional supplies including, but not limited to: calculators, school books, and Regents review books. School trip fees are paid in full as needed. Students are registered to attend additional tutorial sessions and are given extra support as needed. The Guidance Counselor meets with the students on a regular basis to determine any additional need.