



**J.H.S. 259 WILLIAM MCKINLEY**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: J.H.S. 259 WILLIAM MCKINLEY**  
**ADDRESS: 7301 FT HAMILTON PARKWAY**  
**TELEPHONE: 718-833-1000**  
**FAX: 718-833-3419**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 332000010259 **SCHOOL NAME:** J.H.S. 259 William Mckinley

**SCHOOL ADDRESS:** 7301 FT HAMILTON PARKWAY, BROOKLYN, NY, 11228

**SCHOOL TELEPHONE:** 718-833-1000 **FAX:** 718-833-3419

**SCHOOL CONTACT PERSON:** Carney Haberman **EMAIL ADDRESS** chaberm@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Carney Haberman

**PRINCIPAL:** JANICE GEARY

**UFT CHAPTER LEADER:** John Amato

**PARENTS' ASSOCIATION PRESIDENT:** Janine Faustner

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 20 **CHILDREN FIRST NETWORK (CFN):** 609

**NETWORK LEADER:** Debra VanNostrand/Jose V. De La Cruz

**SUPERINTENDENT:** KARINA COSTANTINO

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Janice Geary	Principal	Electronic Signature Approved. Comments: Approve
Carney Haberman	Admin/CSA	Electronic Signature Approved.
John Amato	UFT Chapter Leader	Electronic Signature Approved. Comments: Approve
Kathryn Molfino	UFT Member	Electronic Signature Approved. Comments: Approve
Christine Abbate	Parent	Electronic Signature Approved. Comments: Approve
Janine Faustner	Parent	Electronic Signature Approved. Comments: Approve Approved; cannot log on
Joseph Impeduglia	CBO	Electronic Signature Approved. Comments: Approve
Brian Stern	UFT Member	Electronic Signature Approved. Comments: Approve
Angela DeFilippis	UFT Member	Electronic Signature Approved. Comments: Approve
Laurie Windsor	Parent	Electronic Signature Approved. Comments: Approve
Linda Guerron	Title I Parent Representative	Electronic Signature Approved. Comments: Approve

\* 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.

□

With a proud past and a bright future, William McKinley IS 259 is dedicated to educating our students in the 21<sup>st</sup> century. Our teachers, parents and educational partners work collaboratively to provide an exemplary Middle School experience. We challenge our students to meet and exceed the highest academic standards and to soar to new heights.

"The McKinley Experience' is how many people involved with the school describe its culture. Students thrive exceptionally well in an environment that treats them as young adults. They are taught a curriculum that effectively integrates learning across disciplines and is enhanced by visits to places of cultural interest." [\[1\]](#)

At William McKinley IS 259, we achieve our goals through three themed academies:

#### Making Connections Across Time (MCAT)

Our academy mission is to cater to the needs of incoming sixth grade students by fostering a smooth transition from elementary to middle school. Students are taught to emphasize organizational and social skills in a nurturing yet academically challenging environment. Students participate in a humanities based program that makes connections between language arts, social studies, math, science and the arts. Sixth grade teachers approach instruction as multifaceted, engaging students in learning that is intellectual as well as encouraging creativity.

#### Math Business and Academics (MBA)

**Our academy mission is to develop business insight through participation with Banking on our Future, a financial literacy partnership with Capital One Bank and the Brooklyn District Attorney's Office, Charles Hynes. The program's goal is to enhance financial literacy by teaching about business, academic, law and life skills. In addition, students compete in the Wall Street Journal's Stock Market Game, visit Brooklyn Supreme Court and participate directly with Banking on our Future representatives, which focuses and fosters a deeper understanding of literacy and law.**

#### Developing Research Scientists (DRS)

Our academy mission is to develop thinking and reasoning skills through project-based learning and real life scientific experiences fostering the creative potential of our students by offering a curriculum that is rich in science literacy. Students study the core curriculum with an emphasis on science and technology.

Through funding provided by the City Council, grants, local businesses and private foundations McKinley has been able to offer an award-winning arts program. The arts have been publicized on CBS and ABC News and we will be featured on Channel 25 showcasing a special exhibit at the NY Historical Society in January. Our strong partnerships with various cultural

organizations serve to enrich and enhance standard curricula and deepen student experience. McKinley is committed to an interdisciplinary approach to learning, incorporating literacy in all content areas.

Our new extension features a state of the art cafeteria, 2 high school ready science labs, a new art studio, band and strings rooms as well as Smart Boards in every new classroom.

McKinley also embraces a large immigrant population and strives to provide welcome and support through specified programs and after school activities, many of which are proposed and designed by teachers. It is through creative approaches to learning and teaching, community outreach and the commitment to high standards of education that McKinley continues to be known as the "Pride of Bay Ridge."

## Overview of Instructional Programs and Special Initiatives

McKinley has a legacy of providing its students with an academically challenging program. The following curricula opportunities will be made available pending student enrollments, staff changes, programming, special funding, budget exigencies, and Department of Education directives:

### Instructional Initiatives

- o Balanced Literacy Grades 6,7,8
- o Achieve 3000
- o Wilson
- o Superintendent's Program Grades 6, 7, 8
- o Honors Program Grades 7 and 8
- o Impact Math grades 6, 7 and 8
- o Math Regents Grade 8 in Superintendents classes
- o Living Environments Regents Grade 8 in Honors classes
- o American History Regents Grade 8 in Honors classes
- o Visual Arts, Dance, Drama, Strings, Band/Orchestra Programs
- o Alternative Education Program for At-Risk Students

### Special Programs and Events

- o Creative Arts Team Residency for 6<sup>th</sup> grade
- o 'I Love Me' Campaign
- o Leadership Club
- o Banking On Our Future
- o National Junior Honor Society
- o Peer Mediation
- o School sponsored community events
- o School wide and Cue Art Exhibitions of student work
- o Student Government
- o Symphony Space African CAP Residency for 6<sup>th</sup> grade
- o Symphony Space Asian CAP Residency for 6<sup>th</sup> grade
- o Theater Development Fund Partnership
- o Winter and Spring Music and Arts Festivals

### Extra Curricular Activities/Academic Intervention Services

- o Baseball Clinic
- o 'Beat the Streets' Wrestling Club
- o CHAMPS – Athletic program featuring Flag Football, Golf, Soccer, Girls and Boys Basketball, Volleyball, Flag Rugby and Cheerleading
- o Costume/Fashion Club

- o Chess Club – through 21<sup>st</sup> Century Grant
- o Scenic Art Design – through 21<sup>st</sup> Century Grant
- o ELA, Math, Language Development (NYSESLAT), Math, American History, Earth Science, Living Environments Regents Test Taking Skills
- o Leadership Club
- o Literacy Through the Arts
- o Marching Band, Concert Band, Strings, Keyboard, Drama, Dance
- o Specialized HS Test Preparation Classes
- o School Play
- o Talent Show
- o Tennis Club

Community Based Beacon Program

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[\[1\]](#) NYCDOE Quality Review

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		J.H.S. 259 William Mckinley								
<b>District:</b>		20	<b>DBN #:</b>		20K259	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			93.8	94.8	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			94	94.20	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		462	435	468	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		471	463	449			68.6	73.4	84.9	
Grade 8		402	490	494						
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			5	22	TBD	
Grade 12		0	0	0						
Ungraded		2	1	2	<b>Recent Immigrants - Total Number:</b>					
Total		1337	1389	1413	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							85	82	49	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		34	36	41	Principal Suspensions		238	156	TBD	
# in Collaborative Team Teaching (CTT) Classes		35	37	33	Superintendent Suspensions		21	12	TBD	
Number all others		47	60	68						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		74	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	141	246	291	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	20	20	47	Number of Teachers	86	88	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	15	15	TBD
				Number of Educational Paraprofessionals	4	4	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	4	TBD	% fully licensed & permanently assigned to this school	100	98.9	TBD
				% more than 2 years teaching in this school	72.1	78.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	53.5	54.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	78	78	TBD
American Indian or Alaska Native	0.4	0.4	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.1	94.6	TBD
Black or African American	1.9	2.1	2				
Hispanic or Latino	29.2	28.4	27.6				
Asian or Native Hawaiian/Other Pacific Isl.	39.7	42.4	44.4				
White	28.7	26.7	25.8				
Multi-racial							
<b>Male</b>	54.1	53.3	54.3				
<b>Female</b>	45.9	46.7	45.7				
<b>2009-10 TITLE I STATUS</b>							
<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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2 Basic <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Comprehensive <input type="checkbox"/> Focused <input checked="" type="checkbox"/>							
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	X			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

**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	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	X	√					
Limited English Proficient	X	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	7	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	80.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	40.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your 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 implications 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?

□

MCKINLEY DATA				
For All Students	Level 1	Level 2	Level 3	Level 4
<b>ELA</b>				
<b>Grade 6</b>				
2009-10	14.2%	38.4%	45.6%	1.8%
2008-09	0%	20%	77%	3%
2007-08	4.0%	40.3%	55.3%	.5%
2006-07	3%	43.5%	49.7%	3.9%
2005-06	6.4%	38.2%	50.6%	4.9%
<b>Grade 7</b>				
2009-10	10.1%	38.4%	44.5%	7.1%
2008-09	2%	23%	70%	5%
2007-08	.2%	33%	65.6%	1.1%
2006-07	8.7%	34.7%	52.6%	3.9%
2005-06	6.3%	38.1%	50.8%	4.8%
<b>Grade 8</b>				
2009-10	12.7%	38.7%	42.1%	6.5%
2008-09	2%	36%	60%	2%
2007-08	7.3%	45.2%	45.4%	2.1%
2006-07	9.5%	52.1%	38%	.4%
2005-06	7.1%	44.4%	44.6%	3.9%
<b>Math</b>				
<b>Grade 6</b>				
2009-10	4%	21.6%	40.2%	34.2%
2008-09	2%	7%	47%	44%
2007-08	6.1%	8.7%	43.2%	42.1%
2006-07	5.4%	11.2%	51.6%	31.7%
2005-06	9.3%	26.4%	46%	18.3%
<b>Grade 7</b>				
2009-10	3%	18.8%	38.1%	40.1%
2008-09	3%	9%	52%	36%
2007-08	1.5%	12.3%	53.5%	32.7%
2006-07	6.7%	26.2%	46.9%	20.2%
2005-06	13.8%	28%	48.2%	10%

<b>Grade 8</b>				
2009-10	3.7%	23.5%	40.3%	32.5%
2008-09	1%	16%	57%	26%
2007-08	4.1%	20.1%	46.4%	29.5%
2006-07	12.2%	24.8%	45.5%	17.5%
2005-06	12.2%	31.2%	38.5%	18.1%
Science				
<b>Grade 8</b>				
2009-10	6%	22%	47%	25%
2008-09	12%	31%	46%	11%
2007-08	8%	27%	50%	14%
2006-07	11%	32%	44%	13%
2005-06	14%	32%	42%	12%
06	7%	30%	44%	19%
2004-05				

McKinley has received an 'A' for the second year in a row on its 2009-2010 Progress Report. Student progress was 42.2 out of 60; Student performance 10.7 out of 25; School Environment 11.5 out of 15; and a bonus of 10.3 for additional credit.

I.S. 259 received a "Well Developed" in its last Quality Review (2008-09).

According to NYSED School Report we are now in Corrective Action Year 1 with a focus in ELA for our ELL and SWD populations. ELA scores for all students, as reported for the 2009-2010 School Year for ELA show a marked increase in students scoring at levels 1 and 2 in the 6th, 7th and 8th grade. Predictably, level 3's have decreased for all grades; and level 4's have decreased in the 6th grade with an increase of level 4's in the 7th and 8th grade.

Though math scores show strong performance in levels 3 and 4 for all grades, there was a slight increase in students scoring at level 1 and a more substantial increase in those scoring at level 2.

Science scores have improved as shown.

Scores reflect results for 'All' students, a combination of both General Education and Special Education students.

The ELA Performance Index for SWD was 133 with an Effective AMO of 146. Students needed a score of 137 to make Safe Harbor. The ELA Performance Index for ELL was 133 with an Effective AMO of 149. Students needed to score 143 to make Safe Harbor.

All students made annual yearly progress in math and science.

IS 259 is in Corrective Action year 1 Focused due to the fact that LEP and SWD did not make AYP in ELA for the third year in a row. Serving our rising LEP population continues to be a challenge as we research ways to best address the needs of this sub group.

It should be noted that McKinley has received an additional 12:1:1 and CTT class as of last year increasing the percentage of SWD.

For many years McKinley has been an overcrowded school, however that hardship has been alleviated since the opening of a new extension that features a state of the art cafeteria, 2 high school ready science labs, a new art studio, band and strings rooms as well as Smart Boards in every new classroom.

Through various funding sources McKinley students can choose between a variety of after school activities including enrichment and academic intervention classes, sports, visual and performing arts clubs. These activities serve to expand student opportunities both academic and extra curricular.

We have made great strides in improving teacher development through the establishment of professional learning communities promoting the refinement of instruction. Grade level subject meetings focusing on curriculum, NYS Standards, Common Core State Standards and student work, based on the specific needs of each grade, have given each teacher the opportunity to reflect, refocus, revise and improve instruction. The Inquiry Team has continued to serve to involve teachers in the pursuit of best practices based on student need addressing the development of goals. I.S. 259 has received permission for 4 Early Dismissal Days so as to continue to provide high quality professional development based on the needs of our teachers.

## 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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1. By June 2011, Students with Disabilities will achieve the Performance Objective of 146 and ELL students will achieve the Performance Objective of 149 as identified on the NYS School Accountability Report for ELA.	After conducting a needs assessment, the School Leadership Team, with input from the Inquiry Team and Cabinet, has determined that the areas of intense focus include ELL's and SWD students scoring at Levels 1 and 2 within ELA.
<input type="checkbox"/> 2. By June 2011, 89 out of 89 teachers will gain proficiency in the access, use and interpretation of data.	To effectively enable teachers to access, interpret, and use data to inform lessons, improve and modify curriculum, to differentiate lessons and revise in order for teachers to understand student need areas. To this end, teachers will communicate professional, student, and class goals quarterly in order to address specific needs of students.
<input type="checkbox"/> 3. By June 2011, provide all teachers with a minimum of 6 professional development workshops and support through an in-house UFT Teachers' Center, Literacy Coach, Lead Teacher and workshops offered through the CFN, DOE and other organizations and as a result will see a rise in student achievement.	<input type="checkbox"/> To increase opportunities for teachers to improve their instructional practices through effective and meaningful professional development for the 2010-2011 school year. A needs assessment survey will be conducted to formulate a plan targeting the individual professional development needs of the staff.
<input type="checkbox"/> 4. By June 2011 demonstrate a 2% increase in parent involvement through theme based PTA Meetings, parent workshops and parent-child events.	To increase parent involvement through effective communication in the 2010-2011 school year. To improve communication with the school community as noted in the Learning Environment Survey and further increase parent outreach and involvement.
<input type="checkbox"/> N/A	<input type="checkbox"/>



**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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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) :**

**ELA - Literacy in all subject areas**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>1. By June 2011, Students with Disabilities will achieve the Performance Objective of 149 and ELL students will achieve the Performance Objective of 149 as reported in the School Accountability Report for ELA.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>The following activities will take place between September 2010 and June 2011:</p> <ul style="list-style-type: none"> <li>Plan instruction on classroom level to target intervention using Wilson Program</li> <li>AIS targeting ELL, SWD</li> <li>90 minute literacy blocks</li> <li>Participation in 21<sup>st</sup> Century Community Learning Center grants and interests of students in need of academic intervention through the following programs:             <ul style="list-style-type: none"> <li>Scenic Design Club, Chess Club, Drama Club</li> <li>Achieve 3000</li> </ul> </li> <li>Provide ongoing staff development both in-house and through the Wilson Program</li> <li>Develop a plan for home/ school sharing of ideas increasing student achievement (Parent Coordinator, Leadership Program (21<sup>st</sup> Century grant) and Community Learning Center grant)</li> <li>Continue to incorporate technology into the ELA classroom through the following programs such as: ELLIS Academic, Achieve 3000, et.al.</li> <li>Create a Newcomers class for newly arrived ELL students.</li> <li>Provide 8<sup>th</sup> grade beginner and intermediate ELL students with intensive support through the ESL/ELA teacher team.</li> <li>Continue to host Family Literacy Nights for all core subject areas</li> <li>Incorporate testing glossaries for Science, Math and Social Studies</li> <li>Science labs to be conducted by general education science teachers in partnership with special education teacher combining general education student with special education teacher</li> <li>Maintain partnerships with Banking on our Future, sponsored by the Brooklyn Supreme Court, and the Brooklyn District Attorney’s office to provide connections to real life experiences.</li> <li>Participate in the Wall Street Journal’s Stock Market Game</li> <li>Provide after school remedial support targeting (but not limited to) students with disabilities and SWD             <ul style="list-style-type: none"> <li>Chinese and Arabic homework help</li> <li>Intensive ELL test preparation with a focus on test taking strategies</li> <li>Test Prep for Specialized H.S., ELA, Math, Science, and Social Studies</li> </ul> </li> </ul>

Provide after school activities to promote literacy, citizenship and extend learning through:

AIS after school

Cultural Connections, Drama, Dance, String Orchestra, Yearbook Club, Literary Magazine, I Love Me Campaign

CHAMPS sports programs: Rugby, Boys Basketball, Volleyball, Team Handball

School Sports Programs: Tennis, Baseball Clinic, CHAMPS Intramural Basketball

Provide after school and Saturday academic intervention through Brienza

Achieve 3000 targeted instruction for 7<sup>th</sup> and 8<sup>th</sup> grades (including program for 6<sup>th</sup> graders)

ELL Saturday Program including literacy through the content areas (Arts (Cultural Connections), Newcomer language immersion class, Title III Grant)

Continue to develop, review and revise ELA Core Curriculum and Curriculum State Standards.

Implement the new 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade Core Curriculum.

Analyze and track data and instruction of our SWD scoring via through an Inquiry Team.

Analyze Student portfolios during monthly department meetings to identify best practices in writing.

Review student learning goals to determine best instructional practices on a basis.

Hiring of F Status teacher to provide AIS to SWD.

Using additional staff as an AIS provider in order to provide services to Intermediate and Advanced ELL's and holdovers.

Institute collaboration between ESL teachers and Library Staff to promote literacy through small group instruction.

SES services to support at risk students.

Retrain all self contained SWD's teachers on Balanced Literacy

Expand the inquiry process through weekly Professional Learning in pursuit of best practices.

Create professional learning communities to support best practices Collaborative Team Teaching ELA/ ELL classes

Provide counseling and support targeting the needs of SWD and education students

Teachers will review ACUITY predictive exam results administered well as the level set test in Achieve 3000 in order to effectively group and targeted instruction in September; and will continue to reassess student subsequent Acuity predictive or custom test quarterly. We expect to maintain level as indicated by Achieve lexile levels after student has completed

Responsible staff members are Lead Teacher, Literacy Coach, UFT Department Chairs, School Assessment Team, Parent Coordinator and Counselors.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conceptual Consolidation</li> <li>Tax Levy Children's First</li> <li>TL FSF Summer</li> <li>TL Computer Maintenance</li> <li>TL IEP Teacher</li> <li>TL One Time Allocation</li> <li>Contracts for Excellence</li> <li>TL SBST</li> <li>TL Mandated Speech</li> <li>21<sup>st</sup> Century Grant Monies</li> <li>TL IEP Para</li> <li>TL NYSTL Hardware</li> <li>TL NYSTL Library Books</li> <li>TL NYSTL Software</li> <li>TL NYSTL Textbooks</li> <li>NDA Creative Arts Team Grant Monies</li> <li>IDEA</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers will review ACUITY predictive exam results administered well as the level set test in Achieve 3000 in order to effectively group students for targeted instruction in September; and will continue to reassess student progress through subsequent Acuity predictive or custom test quarterly. We expect to maintain a level as indicated by Achieve lexile levels after student has completed instruction.</li> <li>Specific students will attend tutorial classes where they will receive individualized instruction.</li> <li>Quarterly assessments to determine strategies in place are being used. If not, so, they will be continued; if not, instruction will be modified and re-assessed to meet the needs of the students.</li> <li>Evidence of academic rigor, and accountable talk via classroom discourse will be demonstrated in lesson planning, classroom implementation, formal and informal observations.</li> <li>Individual and class goals created by teachers to support and enhance student literacy through content areas as determined by Acuity results will be reviewed on a quarterly basis.</li> </ul>

**Subject Area**  
 (where relevant) :

**Differentiated Instruction**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2. By June 2011, 89 out of 89 teachers will gain proficiency in the accurate interpretation of data.</li> </ul>
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<p><b>Action Plan</b>  <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><input type="checkbox"/> The following activities will take place between September, 2010 and  Each teacher has been provided with a laptop so that all teachers can  online through Achieve 3000, Acuity Predictive Tests, ARIS and  Provide effective staff development in the use of these sources through  Developer, Lead Teacher and Literacy Coach and Inquiry Team  instructional practice  Organize ongoing meetings with core teachers to strategically and  wide range of data to create a picture of the individual students'  need  Disseminate Inquiry Team findings to staff  Create small professional learning communities to review best practices  support to need students  Design professional development to train all teachers on utilizing data  Purchase teacher friendly materials to facilitate DI  Provide time for teachers to meet collaboratively to develop interdisciplinary  activities  UFT TC Staff Developer, Lead Teacher and Literacy Coach will research  methodologies and turnkey information to staff  Order professional resources to enhance teacher effectiveness and  Research and provide students with enrichment resources  Provide scheduling support so that teachers can implement ELA and  consistent basis  Increase opportunities for teachers to use data to accurately assess  plans for students  Provide differentiated help for long term ELL's in literacy, math and  development of academic language  Responsible staff members are Lead Teacher, Literacy Coach, UFT  Department Chairs.  Teacher utilization of Acuity Predictive Assessments and Achieve 3000  effectiveness of instruction every 6 to 8 weeks; students are expected  level after completing 40 exercises.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Conceptual Consolidation  Tax Levy Children's First  Title III  Tax Levy Children's First LSO  Contracts for Excellence  TL Lead Teacher  IDEA</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teacher utilization of Acuity Predictive Assessments and Achieve 3000  effectiveness of instruction every 6 to 8 weeks; students are expected  level after completing 40 exercises.  Periodic review of assessments to ensure quality of learning  Maintain and increase high level 3's and 4's through enrichment stu  Survey and continuously reassess instruction to determine efficacy</p>

**Subject Area**  
(where relevant) :

**Professional Development**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>3. By June 2011, provide all teachers with a minimum of 6 professional development workshops and support through an in-house UFT Teachers' Center. The Teacher and workshops offered through the CFN, DOE and other organizations will result in the school as a result will see a rise in student achievement.</p>
<p><b>Action Plan</b> <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><input type="checkbox"/></p> <p>The following activities will take place between September, 2010 and February 2011. Provide in-house professional development support beginning in September 2010. Teachers can have the opportunity to attend continuous job-embedded professional development to suit their particular needs. Supervisors will confer with teachers to develop reflective teaching practices. Dedicated UFT TC professional development for voluntary ARIS and UFT TC staff. Developing professional learning communities for teachers to discuss and share best practices specific to student population. Planned early dismissals to further professional development goals. Continue to offer professional development workshops through Literacy Coach, Lead Teacher, Department Chairs, DOE, CFN and other organizations in line with the interests of the faculty.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Conceptual Consolidation Tax Levy Children's First Funding Tax Levy Children's First LSO Support 21<sup>st</sup> Century Grant Monies NDA Creative Arts Team Grant Monies IDEA</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Align the budget so that all teachers can attend professional development during the school year including DOE specified workshops in November. Specially requested Early Dismissal Dates for our school to further professional development. The UFT TC Staff Developer, Literacy Coach and Lead Teacher will provide professional development on a regular basis to mentor teachers and provide data assistance. Attendance at workshops will be tracked. As a result, teachers will become more proficient in their instructional practices through informal and formal observations.</p>

**Subject Area**  
(where relevant) :

**Parent Involvement**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>4. By June 2011 demonstrate a 2% increase in parent involvement PTA Meetings, parent workshops and parent-child events.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>The following activities will take place between September, 2010 and June 2011:      Reach out to all parents by developing themed PTA meetings every month.      Effectively communicate with all parents through newsletters, phone calls, text messages and eChalk a web based school site. eChalk- an online platform specifically for K-12 learning communities. eChalk connects administrators, students and parents within the school, district, or state in a secure environment that's designed to streamline instruction, communication and professional development. eChalk's resources — include websites, email systems, intranet systems, and other technologies as well as web based translation services      Provide translated copies of all notices in Arabic, Chinese and Spanish.      Provide translation services for parents during Parent-Teacher Conferences and PTA meetings.      Hold school events that encourage parental participation including: Parent Concert, School Play, Talent Show, Parent-Child Workshops, eChalk, etc.      Parents will be informed of curriculum goals and grading policies by eChalk.      Through midpoint progress reports and report cards parents will be informed of their child's learning needs, assessment results and attendance data.      10 parent workshops provided by Leadership Program (21<sup>st</sup> Century Learning) for positive parenting skills.      School leaders, SAT, guidance counselors, SAPIS worker and teachers will ensure that students and their families are aware of promotion standards and how to help them succeed      Responsible staff members are Principal, A.P.'s/Department Chairs and Parent Coordinator.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Conceptual Consolidation      Title 1 Translation Services      TL Parent Coordinator</p> <p style="text-align: right;">21<sup>st</sup> Century Grant      TL CC Member Items</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <p>An increase of 2% in parental attendance at various school events including PTA Meetings, Parent-Child events, etc.      Periodic review to be made at monthly PTA meetings and additional Parent-Child events such as Winter/Spring Concerts, Plays/ Spoken Word, etc.      Attendance will be tracked by sign-in sheets.</p>

**Subject Area**  
(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<input type="checkbox"/> N/A
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<input type="checkbox"/>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<input type="checkbox"/> <input type="checkbox"/>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<input type="checkbox"/>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

### **APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

### **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

### **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

### **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

### **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**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	
	# 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	198	198	198	198	190	7	
7	139	139	139	139	375	10	
8	141	141	141	141	459	12	
9							
10							
11							
12							

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services indicated in column one, including the type of program or strategy (e.g., V... etc.), method for delivery of service (e.g., small group, one-to-one, tutoring... service is provided (i.e., during the school day, before or after school, Sa...</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/></p> <p><b>Achieve 3000</b>-A web-based program to increase literacy skills offered as... instruction before, during and after school. Extensions to core subjects in... Science and Social Studies are also available on this online program.  <b>ELA Test Prep</b>- An after school, intensive test prep course immediately... offering small group instruction.  <b>AM Tutorial</b>- Small group instruction targeting the needs of level 1 and lo... before the school day begins.  <b>Tutoring</b>- Targeting students that have been held over.  <b>Brienza</b>-After school SES provider offering small group instruction.  <b>ELLIS Academic</b>-a web-based program targeting the needs of beginner... ELL's offered in a small group instructional setting during the school day.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/></p> <p><b>Math Test Prep</b>- An after school, intensive test prep course immediately... in small group instruction.  <b>AM Tutorial</b> -Small group instruction targeting the needs of level 1 and lo... before the school day begins.  <b>Regents Test Prep</b>- Eighth graders will be seen in a small group setting... intensive test prep course immediately before the math regents.  <b>NJHS Peer Tutoring</b>- Peer tutoring in math offered during assembly and</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/></p> <p>Living Environments Regents Test Prep - Eighth graders will be seen in a... after school, for an intensive test prep course immediately before the reg</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/></p> <p><b>Social Studies Test Prep</b>- Eighth graders will be seen in a small group s... for an intensive test prep course immediately before the Social Studies te  <b>American History Regents Test Prep</b> - Eighth graders will be seen in a... after school, for an intensive test prep course immediately before the reg  <b>Individual SS Tutoring</b> - Small group instruction focusing on SS skills.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/></p> <p>Individual and Group Counseling in areas such as: goal setting, bullying... issues, study skills, interpersonal concerns, self-esteem issues, anger ma... behavior, attendance improvement, high school applications.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>▪ Initiate of resources provided for suspicion of children with learning</li> <li>▪ Suggest techniques and methods implemented for children who an... academic delays.</li> <li>▪ Recommend strategies to address academic difficulties.</li> </ul> <p>Suggest modified instructional strategies for children 'at-risk'.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>▪ Provide counseling in anger management, socialization skills, activ... personal/family issues and career planning. SAPIS Counselor will as... responsibilities.</li> </ul>

**At-risk Health-related Services:**

□

- Provide safety instruction, monitoring of student w/prosthetic limb. Teach, administer and monitor medication, as well as provide counseling with chronic conditions.

In compliance with Title III ELLs are strongly encouraged to participate in the following  
 APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

Weekdays – This program will be held at school on various days. This program will begin in November 2010 and extend until April 2011.

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this LEP. English Language Proficiency Program – taught in English, 1 1/2hrs., two days per week

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

- a. Improve Reading, Writing, Listening and Speaking Skills through literature based instruction.
- b. Promote study and Learning strategies in order to prepare ELLs

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- 2. Literacy Through Communication Arts/Public Speaking – taught in English, 1 1/2hrs., two days per week
  - There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in implementation in 2010-11 (pending allocation of Title III funding).
  - We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending funding). The revised Title III program narrative is described in Section II below.
  - We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation). The revised Title III budget is described in Section III below.
  - Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation) and a new Title III plan is described in Sections II and III below.
- 3. Literacy Through the Arts – taught in English, 2hrs. one day per week
  - a. Designed for ELLs with the purpose to improve Reading, Writing and Speaking Skills through the use of Accountable Talk.

**Section I. Student and School Information.**

4. International Connections – taught in English, 1 1/2hrs., two days per week  
 a. Designed to have ELL students express their cultural differences,

**Number of Students to be Served:** through art and music. Ending with a cultural fair for students, parents and teachers.

**Non-LEP 0**  
 5. Book Club – taught in English  
 a. Designed for ELLs with the purpose to improve Reading, Writing and Speaking, through the use of small

**Other Staff (Specify) Assistant Principal, UFT Staff Developer, ESL Liaison**  
**School Building Instructional Program/Professional Development Overview**  
 group instruction focusing on ELA text such as author studies.

**Section II. Title III, Part A LEP Program Narrative 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 begin in January 2011, and extend until May 2011.  
 Saturday Academy – This program is held on Saturdays for 3 hours. The Saturday Academy will 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.  
 a. Teaching English through the content of Science  
 a. Designed to prepare all ESL students for mandated state exam. Hands on and lab journal reading and writing.

- 2. Literacy Through Installation Arts – taught in English

- a. Designed for ELLs with the purpose to improve Reading, Writing and Speaking Skills through the use of Accountable

Talk.

**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.

□

The goal of the professional development is to enhance teachers' ability to use instructional strategies to support language acquisition and content area learning for ELLs. Activities will support pedagogical staff, serving ELLs across academies. The professional development program is designed to build the capacity of teachers (bilingual, ESL, subject area) and implement coherent, effective instructional program for ELLs.

Topics will focus on the following:

- Identifying and placement of ELLs in compliance with Part 154 Regulations
- Eligibility of ELLs to take mandated tests
- Using ESL strategies in all content area
- Scaffolding strategies in the content area
- Implementing a standard-based instructional program
- Literacy development for ELLs using scaffolding model
- Differentiated instruction for ELLs
- Evaluating the weaknesses and progress of ELL students using a variety of assessment techniques.
- Promotional policies for ELLs

**Section III. Title III Budget**

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**School: William McKinley I.S. 259**

**BEDS Code: 332000010259**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	37,270	<input type="checkbox"/> 627 hours of per session for ESL and General ELL Students: 627 hours x \$49.89 = 31,281.03 <b>113 hours of per session for Supervisor to students: 113 x 53.00 = 5989.00</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts	2,494.50	<input type="checkbox"/> ELA/ESL teacher on development of curriculum <b>50 x 49.89= 2494.50</b>
<b>Supplies and materials</b> - Must be supplemental.	\$1871.38	<input type="checkbox"/> <b>Materials for the cultural fair</b>

- Additional curricula, instructional materials. - Must be clearly listed.		
<b>Educational Software (Object Code 199)</b>	882	<input type="checkbox"/> Headphones <b>Materials</b>
<b>Travel</b>	0	<input type="checkbox"/> N/A
<b>Other</b>	923.00	<input type="checkbox"/> Galaxy Liaison/ per session payroll: 30 hours x
<b>TOTAL</b>	<b>1805</b>	

## **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.

After reviewing the Language Allocation Policy and based on our Home Language Surveys, our major findings indicate that 21% of our school population are English Language Learners, and therefore in need of written as well as oral interpretation.

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

Through the Home Language Survey, the trend indicates that Limited English Speaking parents consist of three major languages, (Chinese, Arabic and Spanish). Findings are reported to the school staff and parents through Faculty Meetings, Department Meetings, Instructional Team Meetings, Pupil Personnel Team Meetings, School Leadership Team Meetings, Executive Board and PTA Meetings.

#### **Part B: Strategies and Activities**

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

Written Translation services will be provided in the following manner: (in-house only)

- Professional Menu Items – Teachers will provide written translations
- Per session – Three teachers to provide translation services in Chinese, Spanish and Arabic.

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.

Oral Interpretation will be provided in the following manner:

- a. Through an outside contractor – LIS – Legal Interpreting Services
- b. Professional Menu Items – Teachers will provide oral interpretation (in-house)
- c. Per session – Teachers will provide oral interpretation during school (when additional time for translation is necessary) and for after school and/or Saturday Program activities.

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>.

□

In order to help support the No Child Left Behind Act requirement that schools communicate whenever feasible with non-English speaking parents in their home language, IS 259 has implemented and will continue to fulfill Section VII of the Chancellor's Regulations A-663 by meeting the following goals:

- Shared parent-school accountability - through written translation and oral interpretation at meetings (PTA, Parent-Teacher Conferences) and various school activities as well as translated automated phone calls and a school website which has a translation key.



## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**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**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	1,315,899	321,628	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	13,158.99		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	5919.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	131,589.90	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
97.8%

6. 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.

I.S. 259 will support teachers in attaining permanent state certification in their subject area, through continuing education programs and professional development specific to the needs of the building.

Records will be maintained to ensure that all requirements are in place or met in a timely fashion.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

**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.

The School Parent Policy was reviewed during the May 3, 2010 meeting (of the previous year) of the School Leadership Team, for distribution during the first week of the upcoming school year.

### **William McKinley IS 259**

#### **School Parent Involvement Policy**

1. As a school-wide program school, McKinley parents will be involved in decision making through active participation in the School Leadership Team and School Safety Meetings.
  - A parent member of the School Leadership Team will be identified as the Title I representative and will report to the Team all Title I updates.
  - Translators will be provided to reach all parents.
  - An Assistant Principal will be assigned to coordinate and implement academic intervention services.

### **2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**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.

□

#### SCHOOL-PARENT COMPACT

***William McKinley I.S. 259, 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 2010-2011.

#### REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

##### School Responsibilities

##### will:

- **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: by providing NYS standards based instruction for all students including academic intervention services and enrichment.**
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: four times annually through student report cards, and additionally through reporting of any test data, and information.**
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: consultation with teachers would be available during Parent-Teacher Conferences or upon reasonable request.**
- **Additional Required School Responsibilities**

William McKinley I.S. 259 will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.
4. 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.

5. Provide to parents of participating children information in a timely manner about Title 1, 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.
6. 7. 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.
8. 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Monitoring attendance.

Making sure that homework is completed.

Monitoring amount of television their children watch and internet sites visited.

Volunteering in my child's school.

Participating, as appropriate, in decisions relating to my children's education.

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 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 Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team, Community Education Council or other school advisory or policy groups.

#### STUDENT COMPACT

##### Student Responsibilities

As a student, of William McKinley IS 259, I will share the responsibility to improve my academic achievement and work towards achieving the State's high standards. Specifically, I will:

- o Attend school daily and arrive on time.
  - o Do my homework every day and ask for help if needed.
  - o Read at least 30 minutes every day outside of school time.
  - o 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.
- o Follow the School Rules
  - All students must wear their official Student ID card.
  - Students must leave the following items at home, otherwise they will be confiscated:
    - o Personal electronic devices, including but not limited to CD players, MP3 players, cellular phones, beepers, and interactive watches.
  - Hats or headgear (except religious attire) are not to be worn in the building.
  - Beads or 'colors' are not worn in school.
  - Pajamas are not worn in school.
  - Flip-flops and slippers are not worn in school.

Do not post, on the internet, any writing, images and/or video taken in the school or during school functions (trips, dances etc.) of students, teachers or school personnel.

Any student who receives a Principal Suspension, a Superintendent Suspension or an arrest in regard to their actions against other students, members of the McKinley staff including volunteers, will be banned from all extra-curricular activities for a minimum of 3 months or the duration of the term in which the incident occurred.

**PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

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.

□

MCKINLEY DATA				
For All Students	Level 1	Level 2	Level 3	Level 4
<b>ELA</b>				
<b>Grade 6</b>				
2009-10	14.2%	38.4%	45.6%	1.8%
2008-09	0%	20%	77%	3%
2007-08	4.0%	40.3%	55.3%	.5%
2006-07	3%	43.5%	49.7%	3.9%
2005-06	6.4%	38.2%	50.6%	4.9%
<b>Grade 7</b> \				
2009-10	10.1%	38.4%	44.5%	7.1%
2008-09	2%	23%	70%	5%
2007-08	.2%	33%	65.6%	1.1%
2006-07	8.7%	34.7%	52.6%	3.9%
2005-06	6.3%	38.1%	50.8%	4.8%
<b>Grade 8</b>				
2009-10	12.7%	38.7%	42.1%	6.5%
2008-09	2%	36%	60%	2%
2007-08	7.3%	45.2%	45.4%	2.1%
2006-07	9.5%	52.1%	38%	.4%
2005-06	7.1%	44.4%	44.6%	3.9%

Math				
<b>Grade 6</b>				
2009-10	4%	21.6%	40.2%	34.2%
2008-09	2%	7%	47%	44%
2007-08	6.1%	8.7%	43.2%	42.1%
2006-07	5.4%	11.2%	51.6%	31.7%
2005-06	9.3%	26.4%	46%	18.3%
<b>Grade 7</b>				
2009-10	3%	18.8%	38.1%	40.1%
2008-09	3%	9%	52%	36%
2007-08	1.5%	12.3%	53.5%	32.7%
2006-07	6.7%	26.2%	46.9%	20.2%
2005-06	13.8%	28%	48.2%	10%
<b>Grade 8</b>				
2009-10	3.7%	23.5%	40.3%	32.5%
2008-09	1%	16%	57%	26%
2007-08	4.1%	20.1%	46.4%	29.5%
2006-07	12.2%	24.8%	45.5%	17.5%
2005-06	12.2%	31.2%	38.5%	18.1%
Science				
<b>Grade 8</b>				
2009-10	6%	22%	47%	25%
2008-09	12%	31%	46%	11%
2007-08	8%	27%	50%	14%
2006-07	11%	32%	44%	13%
2005-06	14%	32%	42%	12%
2004-05	7%	30%	44%	19%

Student progress was 42.2 out of 60; Student performance 10.7 out of 25; School Environment 11.5 out of 15; and a bonus of 10.3 for additional credit.

I.S. 259 received a “Well Developed” in its last Quality Review (2008-09).

According to NYSED School Report we are now in Corrective Action Year 1 with a focus in ELA for our ELL and SWD populations. ELA scores for all students, as reported for the 2009-2010 School Year for ELA show a marked increase in students scoring at levels 1 and 2 in the 6th, 7th and 8th grade. Predictably, level 3’s have decreased for all grades; and level 4’s have decreased in the 6th grade with an increase of level 4’s in the 7th and 8th grade. IS 259 is in Corrective Action year 1 Focused due to the fact that LEP and SWD did not make AYP in ELA for the third year in a row. Serving our rising LEP population continues to be a challenge as we research ways to best address the needs of this sub group.

Though math scores show strong performance in levels 3 and 4 for all grades, there was a slight increase in students scoring at level 1 and a more substantial increase in those scoring at level 2.

Science scores have improved as shown.

Scores reflect results for 'All' students, a combination of both General Education and Special Education students.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See action plans.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Before and after school opportunities for student include:

Targeted instruction for identified at-risk students scoring at Level 1 or low Level 2 in ELA or Mathematics, meeting four times per week before the school day in a small group setting.

The Achieve 3000 program will target the literacy needs of LEP and SWD students before, during and after school.

After school test prep programs in ELA, Math, Science and Social Studies will provide intensive help in a small group setting.

After school activities offering enrichment classes, sports, visual and performing arts opportunities will be available to all students.

o Help provide an enriched and accelerated curriculum.

IS 259 offers advanced placement courses to eighth grade superintendent's and honors classes. Those courses include: Math Regents, Living Environments Regents, American History Regents.

o Meet the educational needs of historically underserved populations.

IS 259 offers the following supports for the historically underserved populations:

Targeted instruction for identified at-risk students scoring at Level 1 or low Level 2 in ELA or Mathematics, meeting four times per week before the school day in a small group setting.

At risk instruction for level I ELA and LEP students using the Wilson Program

Individual and small group instruction of at risk students through an IEP teacher, AIS (one F-Status AIS teacher) and SETTS teachers.

The Achieve 3000 program will target the literacy needs of LEP and SWD students before, during and after school.

Parental contact of identified at-risk students who have been identified as consistently absent or late will be informed of student progress by an F-status teacher two times per week.

Guidance counselors, the school psychologist, social worker, family worker, and SAPIS Counselor will provide individual and group counseling in areas such as: goal setting, bullying, coping skills, family issues, study skills, interpersonal concerns, self-esteem issues through the 'I Love Me' campaign, anger management, classroom behavior and attendance improvement, career planning.

A Peer Mediation Program will address conflict resolution issues for students in need.

- At risk program for holdovers and ELL's

- o 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.

- See above.

- o Are consistent with and are designed to implement State and local improvement, if any.

- Programs targeting our SWD and ELL students are designed to improve in the area of deficiency.

3. Instruction by highly qualified staff.

I.S. 259 will support teachers in attaining permanent state certification in their subject area and offer professional development specific to the needs of the building.

Records will be maintained to ensure that all requirements are in place or met in a timely fashion.

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.

Professional Development activities will be led by the Literacy Coach, Lead Teacher and UFTTC Staff Developer and will include outside providers as well.

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

Strategies to attract high-quality, highly qualified teachers will include attendance at citywide sponsored Job Fairs, Openhire.com and our learning support organization.

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

The school will assist the PTA in sponsoring Family Nights during which parents can attend with their children to learn about various components of the curriculum and testing; e.g. Family Literacy/Math/S.S./Science Nights.

The Leadership Program will also provide family workshops through a 21<sup>st</sup> Century grant.

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.

Teachers will be involved in analyzing and assessing school wide data to determine student progress and effective instruction through collaboration with the Inquiry Team and Data Specialist. The Data Specialist, ELA Coach, Lead Teacher and the UFT Teacher Center staff developer will facilitate the distribution of data information to the faculty. Through the use of the ARIS system, NYSTART and Acuity, teachers will be able to access student assessments, and make effective instructional decisions.

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.

Activities to ensure that students experiencing difficulty mastering proficient or advanced levels of academic achievement standards are outlined in question #2. Teachers will be able to identify special needs, trends, and areas of weakness in their students through information available through the ARIS system, NYSTART, Acuity and the Inquiry Team.

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.

The integration of Federal, State, and local services and programs will be coordinated by the Financial Liaison, Administrative Team, Pupil Personnel Teams, Guidance, and Student Support Providers.

## Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

### Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are

included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			1,315,899	True	1, 2, 3, 4
Title I, Part A (ARRA)	Federal	Yes			321,628	True	Goals 1-3
Title III	Federal	Yes			44,680	True	Goal 2, LAP
IDEA	Federal	Yes			231,913	True	Goals 2, 3
Tax Levy	State	Yes			5,596,981	True	Goals 1-4

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **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.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.*

**NCLB / SED STATUS:** Corrective Action -  
Focused Year 1                      **SURR PHASE / GROUP (IF APPLICABLE):**  
**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

While performance is improved, IS 259 is considered a school in Corrective Action Focused Year 1 due to the fact that LEP and SWD did not make AYP in ELA.

The ELA Performance Index for SWD was 130 with an Effective AMO of 135. Students therefore surpassed a Safe Harbor of 114. The ELA Performance Index for ELL was 137 with an Effective AMO of 138. Students again surpassed a Safe Harbor of 115.

Although there has been a steady increase in performance, LEP and SWD did not make AYP in Science therefore did not qualify for Safe Harbor in ELA. SWD had a Science Performance Index of 79. Their Progress Target was 85. ELL had a Science Performance Index of 78. Their Progress Target was 100.

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Specific activities targeting the needs of our ELL and SWD include:

- AIS targeting ELL, SWD
- Hiring of F Status teacher to provide AIS to SWD.
- Continue to incorporate technology into the ELA classroom using web-based programs such as: ELLIS Academic, Achieve 3000, et.al.
- Create a Newcomers class for newly arrived ELL students.
- Provide 8<sup>th</sup> grade beginner and intermediate ELL students with instruction utilizing an ESL/ELA teacher team.
- Science labs to be conducted by general education science specialist in conjunction with special education teacher combining general education students and SWD.
- Provide after school and Saturday academic intervention through an SES provider, Brienza
- Achieve 3000 targeted instruction for 7<sup>th</sup> and 8<sup>th</sup> grades (including after school program for 6<sup>th</sup> graders).
- ELL Saturday Program including literacy through the content areas of Science and Arts (Cultural Connections), Newcomer language immersion class, and Journal Writing (Title III Grant)
- Continue to develop, review and revise ELA Core Curriculum reflecting the Core Curriculum State Standards.
- Implement the new 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade Core Curriculum.
- Analyze and track data and instruction of our SWD scoring within Level 1 and 2 through an Inquiry Team.
- Analyze Student portfolios during monthly department meetings in order to discuss best practices in writing.
- Using additional staff as an AIS provider in order to provide specialized instruction to Intermediate and Advanced ELL's and holdovers.
- Institute collaboration between ESL teachers and Library Science Specialist to promote literacy through small group instruction.
- SES services to support at risk students.
- Retrain all self contained SWD's teachers on Balanced Literacy modules.
- Provide effective staff development in the use of these sources through a UFT Staff Developer, Lead Teacher and Literacy Coach and Inquiry Team to further differentiated instructional practice
- Organize ongoing meetings with core teachers to strategically and consistently analyze a wide range of data to create a picture of the individual students' strengths and areas of need.
- Provide in-house professional development support beginning in September 2010 so that all teachers can have the opportunity to attend continuous job-embedded PD designed to suit the particular needs of the students.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

□

These monies will be used to pay for an in-house staff developer through the UFT Teachers' Center, as well as for paying for teachers to attend professional development workshops offered through the LSO or Department of Education. Professional development will focus on teacher training in developing literacy strategies to help ELL and Special Needs students. Attention will be given to differentiating instruction, particularly for LEP and SWD students, and supporting new teachers.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

□

The Department Chair, Literacy Coach, Lead Teacher and UFT Teachers Center staff developer will work closely with teachers to assist them in developing strategies to reach LEP and SWD students. This will be accomplished through weekly meetings, collaborative learning groups, intervisitations and after school workshops.

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.

□

Letters have been sent home through the Parent Coordinator in English as well as in translated formats. Translators will be available at Parent-Teacher Conferences and PTA meetings.

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

20

2. Please describe the services you are planning to provide to the STH population.

Services provided to these students include:

- Full fare metro pass if necessary
- Free lunch
- Guidance
- A seamless continuation of instruction

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

20

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Services provided to these students include:

- Full fare metro pass if necessary
- Free lunch
- A seamless continuation of instruction

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_20K259\_020211-155401.doc

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>609</b>	District <b>20</b>	School Number <b>259</b>	School Name <b>William McKinley</b>
Principal <b>Janice A. Geary</b>		Assistant Principal <b>Donna Nastasi</b>	
Coach <b>Renee Abraham</b>		Coach <b>Angela DeFillipps</b>	
Teacher/Subject Area <b>Sally Awad/ESL</b>		Guidance Counselor <b>Elizabeth Madonia</b>	
Teacher/Subject Area <b>Jessica Amato/ELA/ESL</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Tony Mai/ELA</b>		Parent Coordinator <b>Diane Castignani</b>	
Related Service Provider <b>Molly Scholder</b>		Other <b>Mini Sadiki UFT PD</b>	
Network Leader <b>Debra VanNostrand</b>		Other <b>Kitty Tang/ESL</b>	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>7</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

#### C. School Demographics

Total Number of Students in School	<b>1431</b>	Total Number of ELLs	<b>325</b>	ELLs as Share of Total Student Population (%)	<b>22.71%</b>
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### Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

ELL students are identified at initial admission by the ELL Liaison along with a Bilingual Translator. Parents are given information about program choices through translators and a video. Parents do not leave building until all paper work is given back to school to insure nothing is lost. Parents are also notified at admission, that at all times, we have translators for when they need to communicate with the school. Students are then Lab r'd and then given the ALLD for SIFE identification. After info is gathered about children, parents are given letters of their child's status as well as the program parents have selected. Parents are invited to a meeting to discuss school programs offered in school, as well as after school programs.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0

<b>Freestanding ESL</b>														
<b>Self-Contained</b>							2	2	3					7
<b>Push-In</b>							3	4	3					10
<b>Total</b>	0	0	0	0	0	0	5	6	6	0	0	0	0	17

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	325	Newcomers (ELLs receiving service 0-3 years)	182	Special Education	45
SIFE	37	ELLs receiving service 4-6 years	90	Long-Term (completed 6 years)	53

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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
ESL	<input type="text"/> 182	<input type="text"/> 179	<input type="text"/> 3	<input type="text"/> 90	<input type="text"/> 78	<input type="text"/> 12	<input type="text"/> 53	<input type="text"/> 33	<input type="text"/> 20	<input type="text"/> 325
Total	<input type="text"/> 182	<input type="text"/> 179	<input type="text"/> 3	<input type="text"/> 90	<input type="text"/> 78	<input type="text"/> 12	<input type="text"/> 53	<input type="text"/> 33	<input type="text"/> 20	<input type="text"/> 325

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

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:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							31	17	24					72
Chinese							61	66	68					195
Russian								1	1					2
Bengali														0
Urdu							1	1	3					5
Arabic							26	14	6					46
Haitian														0
French														0
Korean														0
Punjabi														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian							1	3	1					5
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>120</b>	<b>102</b>	<b>103</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>325</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

After analyzing ELL performance on content area examinations, the LAP team came up with the following implications for instruction: All ELL students will be mainstreamed. All ELL students will follow the mandated English Language Arts curriculum adapted to meet the needs of a new comer and or a beginner and intermediate students. All advanced ELL students will be mainstreamed and ELL teachers will push-in to the English Language Arts classes. ELA/ELL teachers will team teach.

The ESL instructional model for the year of 2010 – 2011 is as follows: In compliance with Part 154 Regulations:

- 6th – 7th Bridge – New Comers Class – There will be one New Comers class consisting of a 6th – 7th grade students. These students will remain in a self – contained class. They will be evaluated on a continuous basis in order to mainstream and move into the general population given a 5 – 6 month stay.
- 6th grade - There are eighteen, 6th grade classes at IS 259. Seven of these classes will have ELL students mainstreamed. Each class will follow the Team Teaching, push in class model. Three of these classes will consist of general education students and ELLs who have achieved advanced levels of proficiency and receive 180 minutes of ESL per week. The remaining four classes will consist of general education students and ELLs who are at beginner or intermediate levels of proficiency and receive 360 minutes of ESL per week in small group instruction.
- 7th grade – There are eighteen, 7th grade classes at IS 259. Nine of these classes will have ELL students mainstreamed. Each class will follow the Team Teaching, push in class model. Three of these classes will consist of general education students and ELLs who have achieved advanced levels of proficiency and receive 180 minutes of ESL per week. The remaining three classes will consist of general education students and ELLs who are at beginner or intermediate levels of proficiency and receive 360 minutes of ESL per week in small group instruction.

- 8th grade – There are sixteen, 8th grade classes at IS 259. Five of these classes will have ELL students mainstreamed. Each class will follow the Team Teaching push in class model. Three of these classes will consist of general education students and ELLs that have achieved advanced levels of proficiency and receive 180 minutes of ESL per week. The remaining two classes will consist of general education students and ELLs who are at beginner or intermediate levels of proficiency and receive 360 minutes of ESL per week in small group instruction. There will be one self-contained ELL class with consisting of thirty beginner/intermediate students. This class will have an ELA/ELL teacher team with them on a continuous basis during the ELA block.

All content area teachers use technology such as Smartboards, computers, audio visual, visual aids in order to help deliver the specific content and make it comprehensible to our students. They teach in English.

The goal of the LAP team is to ensure that the mandated units of ESL and ELA instruction are to be given to all ELLs, according to Part 154 Regulations. The instructional program of ELLs will be aligned with the ESL standards and the content area studies. Our ELLs need tremendous support in improving their reading and writing skills.

SIFE students are identified after given the ALLD exam. SIFE students receive at risk intervention services during the day. These services include Ellis Academic a technology based program specific to Ell students, Achieve 3000 another technology based program, at risk services with SETSS teachers, and guidance. All SIFE students are encouraged to participate in after school extra curricula programs.

“Long term” ELLs receive at risk intervention services as well. These students are provided with AIS, Wilson, Guidance Counseling, after school and Saturday Academy.

Students who receive “extension of services” are offered the Achieve 3000 Program, ELLIS Academics and AIS with SETSS teachers. This program provides support in improving reading and writing skills. In addition, all of the students are strongly encouraged to attend all after school programs designed for them.

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

The targeted interventional programs for ELLs in ELA, Math will be aligned with the ESL standards and the content area studies. Our ELLs need tremendous support in improving their reading and writing skills.

SIFE students receive at risk intervention services and are encouraged to participate in after school extra curricula programs.

“Long term” ELLs receive at risk intervention services. These students are provided with AIS, Wilson, Guidance Counseling, after school

and Saturday Academy.

Students who receive “extension of services” are offered the Achieve 3000 Program. This program provides support in improving reading and writing skills. In addition, all of the students are strongly encouraged to attend all after school programs designed for them.

Those students who achieved the level of proficiency are offered all supplemental activities after school, such as the opportunity to become members of the Literacy through the Arts program and to participate in the Cultural Connections.

7. We have developed two new programs this year. The first is the New Comers class where we have a 6<sup>th</sup> - 7<sup>th</sup> bridge class. The second is an ELA/ESL 8<sup>th</sup> grade class where we have an ELA and ESL Teacher Team. The class is made up of only ELL students that havv the two teachers during all of their ELA/ESL classes.

8. NA

9.a. ELLS have equal access to all Performing Arts programs, and those students that are in the gifted and talented classes receive Spanish.

b. In compliance with Title III ELLs are strongly encouraged to participate in the following supplemental programs:

Weekdays – This program will be held afterschool on various days, this program will begin in November 2010 and extend until April 2011.

1. Language Development Skills – taught in English, 1 1/2hrs., two days per week
  - a. Improve Reading, Writing, Listening and Speaking Skills through literature based instruction.
  - b. Promote study and Learning strategies in order to prepare ELLs for the NYSESLAT.
  - c. Develop and facilitate ELLs English Language Acquisition.
2. Literacy Through Communication Arts/Public Speaking – taught in English, 1 1/2hrs., two days per week
  - a. Teaching the Four modalities of the NYSESLAT through higher order thinking and problem solving.
  - b. Designed for ELLs approaching the Proficiency Level, as well as high two, low three ELA scores.
3. Literacy Through the Arts – taught in English, 2hrs. one day per week
  - a. Designed for ELLs with the purpose to improve Reading, Writing and Speaking Skills through the use of Accountable Talk.
4. Cultural Connections – taught in English, 1 1/2hrs., two days per week
  - a. Designed to have ELL students express their cultural differences, through art and music. Ending with a cultural fair for students, parents and teachers.

Saturday Academy – This program is held on Saturdays for 3 hours. The Saturday Academy will begin in November 2010 and extends until April 2011.

1. Teaching English Through the content of Science
  - a. Designed to prepare all ESL students for mandated state Science exam. Hands on and lab journal reading and writing.
  - b. Lego Robotics designed for ESL students
2. Literacy Through Installation Arts – taught in English
  - a. Designed for ELLs with the purpose to improve Reading, Writing and Speaking Skills through the use of Accountable Talk.
3. New Comers Club – taught in English
  - a. Newly arrived ELLs will have the opportunity to work on a second language acquisition using the appropriate leveled children’s picture books.
4. Book Club – taught in English
  - a. Designed for Ells with the purpose to improve Reading, Writing and Speaking, through the use of small group instruction focusing on ELA text such as author studies.

10. All ELLs receive a technology based program, either ELLIS Academics or Achieve 3000, as well as classroom computers in content areas.
11. There is no native language.
12. See above services.
13. NA.
14. For those ELL students who are in superintendent class, they receive Spanish as a language elective.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for ELLs in each grade?
2. How much of the instructional day are ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here The goal of the professional development is to enhance teachers' ability to use instructional strategies to support language acquisition and content area learning for ELLs. Activities will support pedagogical staff, serving ELLs across academies. The professional development program is designed to build the capacity of teachers (bilingual, ESL, subject area) and implement coherent, effective instructional program for ELLs.

Topics will focus on the following:

- Identifying and placement of ELLs in compliance with Part 154 Regulations
- Eligibility of ELLs to take mandated tests
- Using ESL strategies in all content area
- Scaffolding strategies in the content area
- Implementing a standard-based instructional program
- Literacy development for ELLs using scaffolding model
- Differentiated instruction for ELLs
- Evaluating the weaknesses and progress of ELL students using a variety of assessment techniques.
- Promotional policies for ELLs

All staff members have satisfied the 7.5 hours of professional development, though pd with the UFT center, Literacy coach, as well as Election Day Staff Development.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

In September parents of ELLs are invited to a meeting along with the Principal, Assistant Principal, ESL coordinator, ESL Teachers and the Parent coordinator. At this meeting parents are being informed about the instructional and supplemental programs for ELLs at McKinley. In December the school offers a second meeting to ELL parents where they communicate students progress with ESL Teachers, Parent coordinator, ESL coordinator, Assistant Principal and the Principal.

To enhance an effective communication between ELL parents and the school community, all school/parent letters are translated. Translators are hired for parent teacher conference nights and PTA meetings. Family literacy services are being offered to the parents of ELLs where parents have the opportunity to improve their language skills and learn to communicate in English.

The ESL coordinator and the Assistant Principal/Director meet on a continuous basis. They collaborate and discuss ELL issues such as newcomers, placement of students, programming and strategies that will help our students to attain proficiency levels.

In addition, monthly meetings are held with the Assistant Principal, ESL coordinator and the ESL teachers. Here they plan/discuss new initiatives, programs, AIS for our students as well as collaborate for major celebrations in our school such as “Chinese New Year” and “The International Festival”.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							36	37	37					110
Intermediate(I)							29	23	35					87
Advanced (A)							54	40	30					124
Total	0	0	0	0	0	0	119	100	102	0	0	0	0	321

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							15	5	5				
	I							18	14	11				
	A							40	34	39				
	P							34	23	25				
READING/ WRITING	B							27	14	17				
	I							29	19	25				
	A							45	41	28				
	P							33	16	13				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6		43		37		2		11	93
7		43		24		0		0	67
8		44		24		1		0	69
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	13		57		28		11		109
7	10		28		34		13		85
8	15		30		31		11		87
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				

### Additional Information

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

The results of the NYSESLAT Spring 2010 are as follows:

The NYSESLAT data:

- 77 students scored at the beginning level
- 87 students scored at the intermediate level
- 124 students scored at the advanced level
- 60 students reached level of proficiency

After reviewing the city and state assessment data in the content areas, the findings were as follows in English Language Arts.

Out of 238 students that took the 2010 State ELA:

- 187 students Met the Criteria
- 51 students did not Meet the Criteria

Out of 289 students that took the 2010 State Math:

- Students Met the criteria
- Students did not Meet the Criteria

After analyzing ELL performance on content area examinations, the LAP team came up with the following implications for instruction: All ELL students will be mainstreamed. All ELL students will follow the mandated English Language Arts curriculum adapted to meet the needs of a new comer and or a beginner and intermediate students. All advanced ELL students will be mainstreamed and ELL teachers will push-in to the English Language Arts classes. ELA/ELL teachers will team teach.

The goal of the LAP team is to ensure that the mandated units of ESL and ELA instruction are to be given to all ELLs, according to Part 154 Regulations. The instructional program of ELLs will be aligned with the ESL standards and the content area studies. Our ELLs need tremendous support in improving their reading and writing skills.

SIFE students receive at risk intervention services and are encouraged to participate in after school extra curricula programs.

“Long term” ELLs receive at risk intervention services. These students are provided with AIS, Wilson, Guidance Counseling, after school and Saturday Academy. Those students who are entitled to take the ELA state test are strongly encouraged to attend all after school programs designed for them.

Students who receive “extension of services” are offered the Achieve 3000 Program. This program provides support in improving reading and writing skills. In addition, all of the students are strongly encouraged to attend all after school programs designed for them.

instructional plan? Please provide any quantitative data available to support your response.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 259 William Mckinley					
<b>District:</b>	20	<b>DBN:</b>	20K259	<b>School</b>		332000010259

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.8	94.8	94.9
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.0	94.2	99.1
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	435	468	472	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	463	449	471		68.6	84.9	88.9
Grade 8	490	494	472				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	22	22
Grade 12	0	0	0				
Ungraded	1	2	4	<b>Recent Immigrants - Total Number:</b>			
Total	1389	1413	1419	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					85	82	49

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	36	41	50	Principal Suspensions	238	156	164
# in Collaborative Team Teaching (CTT) Classes	37	33	44	Superintendent Suspensions	21	12	13
Number all others	60	68	59				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	86	88	93
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	15	14
# receiving ESL services only	246	291	TBD				
# ELLs with IEPs	20	47	TBD	Number of Educational Paraprofessionals	4	4	7

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	4	16	% fully licensed & permanently assigned to this school	100.0	98.9	98.8
				% more than 2 years teaching in this school	72.1	78.4	81.7
				% more than 5 years teaching anywhere	53.5	54.5	63.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	78.0	80.7
American Indian or Alaska Native	0.4	0.2	0.1	% core classes taught by "highly qualified" teachers	97.1	94.6	93.3
Black or African American	2.1	2.0	1.8				
Hispanic or Latino	28.4	27.6	28.8				
Asian or Native Hawaiian/Other Pacific	42.4	44.4	45.4				
White	26.7	25.8	23.9				
<b>Male</b>	53.3	54.3	54.3				
<b>Female</b>	46.7	45.7	45.7				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2				v	
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	X	v					
Limited English Proficient	X	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	74.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	11.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	42.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	10.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)