



**DR. SUSAN S. MCKINNEY SECONDARY SCHOOL  
OF THE ARTS**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 13/ K/ 265**  
**ADDRESS: 101 PARK AVENUE**  
**TELEPHONE: 718 8346760**  
**FAX: 718 2430815**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 13K265      **SCHOOL NAME:** Dr. Susan S. McKinney Secondary School of the Arts

**SCHOOL ADDRESS:** 101 Park Avenue Brooklyn New York 11205

**SCHOOL TELEPHONE:** 7188346760      **FAX:** 7182430815

**SCHOOL CONTACT PERSON:** Paula Holmes      **EMAIL ADDRESS:** pholmes@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Jerrick Rutherford</u>
<b>PRINCIPAL</b>	<u>Paula Holmes</u>
<b>UFT CHAPTER LEADER:</b>	<u>Jerrick Rutherford</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Marilyn Fullmore</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>Phillip Tate</u>

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 13      **SSO NAME:** CFN 308

**SSO NETWORK LEADER:** Kathy Pelles

**SUPERINTENDENT:** Karen Watts

**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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Paula Holmes	*Principal or Designee	
Jerrick Rutherford	*UFT Chapter Chairperson or Designee	
Marilyn Fullmore	*PA/PTA President or Designated Co-President	
Emily Clark	Co-President	
James Johnson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Louise Hallett Randall	DC 37 Representative, if applicable	
Samantha Lopez MS Phillip Tate HS	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Valerie Trimble	Member/Parent	
Angel Vasquez	Member/Teacher	
Helen Henderson	Member/Teacher	
Kenya Mabry	Member/Teacher	
Dianna Wilson	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* 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.

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This mission and vision was created after a year-long process (2007-2008) during which students, teachers, administrators, parents/guardians and other stakeholders in the community came together to discuss their own visions for what McKinney and its students could become. We believe this mission and vision statement more accurately reflects the potential of McKinney as a school and community:

#### **Vision/Mision:**

**To engage in a rigorous arts curriculum that prepares students academically and socially for success in college, the world of work and develops their civic engagement at both the school and community level.**

The Dr. Susan S. McKinney Secondary School of the Arts is a 6-12 performing and visual arts school. JHS 265 is a 6-8-grade, located in the Fort Green /Farragut section of Brooklyn in Community School District 13, Region 8. Sharing the building is the Dr. Susan S. McKinney Secondary School of the Arts (a performing and visual arts high school created in September 2000.) In September 2004 the middle school added **grade 6**.

An English as a Second Language Teacher and two resource room teachers provide support services. The literacy and numeracy curricula are sequentially developed and aligned across the grades to follow the state standards and the chancellor's balanced literacy initiative, which is supported and facilitated by an in-house professional development team.

Our school day operates from 8:00am until 7:00 pm Monday –Friday and from 9:00am – 2:00 pm on selected Saturdays. Grades 9-12 receive individualized programs to support their instructional needs. Additionally, students in grade 8 participate in NY State Regents classes in math, science and English. Students in grade 8 are participating in NY State Regents Science classes and accelerated English (taught by a 9<sup>th</sup> grade ELA teacher). There are also two (2) Read 180 labs – one for HS and one for targeted groups in the MS (special education, ELL's) and one (1) dedicated computer lab and (1) piano lab. Portable computers are housed on all floors. On selected Saturday's students receive classes in literacy, science and social studies instruction, regent's preparation, as well as instruction in the performing arts.

We are an **AVID** (Advancement Via Independent Determination) school and in May, 2006 received our certification as a **Nationally Certified AVID School**. This program uses specific strategies to encourage an early interventive approach to promoting students interests in higher education opportunities. Built into the program are mandated parent support and involvement and mentoring. Both parents and students must make a commitment to the program to participate in the training.

McKinney is also a registered **College Board** school and as of September 2008. **Advanced Placement** courses to our high school students: Living Environment, English Composition, Foreign Language (Spanish), Physics, Psychology, 2D Art, 3D Art and Music Theory

During July and August all incoming grade 6 and 9 students will have the opportunity to participate in a college bound program supported by the College Board. Giving support and enrichment to our current students in grades 6 and 7, they will also be able to participate in this program. In addition to receiving college preparatory materials they will also have the opportunity to join the Arts Program for July.

**Strategic Collaborations and Partnerships** (e.g., include partnerships with other schools, community-based organizations, businesses/corporations, colleges/universities, cultural institutions, etc.)

<b>Organization</b>	<b>Relationship/Services</b>	<b>Years of Collaboration</b>
Martha Stewart, Inc.	Magazine Partnership through PENCIL	3
Project Reach for Youth, Inc.	Beacon Program, College Prep Assistance	7
Bedford Stuyvesant Restoration Corp., Inc.	RITE Program – assists HS students through CAI in ELA and Math	2
Washington Mutual Bank	Literacy Development/ Libraries Student Banking Program	5
Alvin Ailey/Dance Theatre of Harlem	Arts Development – Dance Workshops for Middle and HS	6
Creative Outlet Dance Theatre of Brooklyn	Arts Development – Dance Workshops for HS	5
The Howard and Barbara Farkas Foundation	Directly supports the upgrading of the school library in order to meet the needs of a growing 6-12 complex and a school of the arts	3
School Development Program – Yale University	The Comer Project – strategies for addressing the social development needs of all students in order to improve achievement.	8
Institute for Youth Entrepreneurship	Entrepreneurship instructional classes	3
Teacher’s College	Literacy Development – Classroom instruction	2
Brooklyn Center for Urban Education	Science Development for middle and HS students	3
New York University	Science/Math Professional Development	6
Chrysalis Empowerment, Inc.	Parent Involvement, College Advisement, College Preparation, Grant Writing, Professional Development	7
St. Francis College	AVID Tutors	3
Long Island University	AVID Tutors	3
Polytechnic University	Community/Academic and Cultural Support	6
Rotunda Gallery	Arts Development for Middle and HS	7
Studio in a School	Arts Development for HS	4
The Porter Foundation	Academic Recognition for HS students	7
Impact Broadway	Theater Support Program for HS students	2
Partnership With Children, Inc	Social development and mental health support for students and families	3
Noel Pointer Foundation	Arts Development – String Instruction to MS	1

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Dr. Susan S. McKinney Secondary School of the Arts			
<b>District:</b>	13	<b>DBN #:</b>	13L265	<b>School BEDS Code #:</b>

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</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 checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: % of days students attended</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					87.1/87.5	88.8/78	TBD		
Kindergarten									
Grade 1									
<b>Student Stability: % of Enrollment</b>									
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					97.3	96.4	TBD		
Grade 4									
Grade 5									
<b>Poverty Rate: % of Enrollment</b>									
Grade 6	75	61	63	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	79	73	64		60.3	64.6	68.5		
Grade 8	98	74	73						
Grade 9	110	86	92						
<b>Students in Temporary Housing: Total Number</b>									
Grade 10	108	74	70	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	88	94	64		5	100	16		
Grade 12	42	84	95						
Ungraded									
<b>Recent Immigrants: Total Number</b>									
				(As of October 31)	2007-08	2008-09	2009-10		
Total	600	546	521		4	1	1		
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) – Total Number</b>				
(As of October 31)	<b>09-10</b>	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10	
Number in Self-Contained Classes	<b>23</b>	24	21	24					
No. in Collaborative Team Teaching (CTT) Classes	<b>17</b>	33	21	20	Principal Suspensions	24	38	TBD	
Number all others					Superintendent Suspensions	12	12	TBD	
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	NA	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	17	14	12	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEP's	1	0	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	58	48	42
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	9	12	7
(As of October 31)	2007-08	2008-09	2009-10				
	4	8	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	95	100	100
American Indian or Alaska Native	0.8	0.9	0.6	Percent more than two years teaching in this school	66	67	66
Black or African American	80	77.3	73.9	Percent more than five years teaching anywhere	30	30	30
Hispanic or Latino	16.8	19.2	22.1	Percent Masters Degree or higher	65	66	66
Asian or Native Hawaiian/ Other Pacific Isl.	1.0	1.3	2.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
White	1.3	1.3	1.3				
Multi-racial	.19	.19	.19				
<b>Male</b>	42.5	39.2	39.3				
<b>Female</b>	57.5	60.8	60.7				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input checked="" type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1
<input type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Corrective Action – Year 2
		<input type="checkbox"/>	Restructured – Year ____
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<b>Individual</b>		<b>Elementary/Middle Level</b>	
		<b>Secondary Level</b>	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>Subject/Area Ratings</b>	ELA:	√	ELA:	√		
	Math:	√	Math:	X		
	Science:	√	Grad. Rate:	√		
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>						
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√	√	√	X	√
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	√	√	√	√	X	√
Hispanic or Latino	√	√				
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	√	√				
Limited English Proficient						
Economically Disadvantaged	√	√	√	√	√	
<b>Student groups making AYP in each subject</b>	5	5	1	3	1	
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A/B	<b>Overall Evaluation:</b>	<b>NONE</b>
<b>Overall Score</b>	A/B	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	B	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	A	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	B	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

After conducting your review, **summarize** in this section the major findings and 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?

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### **Process for Reporting Needs Assessments Findings**

- *Observations (formal and informal)*
- *Conversation and discussion with department at weekly meetings and faculty as a whole at monthly meetings*
- *The "GATHERINGS" are a monthly extension of the school's planning team giving staff an opportunity to talk with other staff, coordinators, staff developer, SBST members and administration regarding concerns, issues as well as plan school-wide events. Team building activities as well as presentations by staff and other constituencies are conducted during the GATHERINGS.*
- *Ongoing parent conferences conducted by the guidance department, teacher coordinators, staff and administration.*
- *Review and comparison of students' work*
- *Review of content examinations with the various departments*
- *Individual reports of students' deficiencies based on standardized type assessments*

At the beginning and end of each school year student assessment data is reviewed to determine the types of programs needed and the student population that would benefit from the service. The data was reviewed by the Leadership Team and its subcommittee's (Instructional Focus Committee, CARE {Children Are Reason Enough} Committee [SBST, Guidance Counselors, Administration, AIS Team Members] to develop the yearly course of action based on the data presented. The **data that we reviewed** were:

- ✓ *NYC Standardized Reading and Math Tests and Item Skills Analyses*
- ✓ *Acuity, Scantron, ARIS, Teacher Ease*
- ✓ *Annual Report Card, School Environment Survey, Quality Review*
- ✓ *ATS Reports*
- ✓ *Student and Staff Attendance Rates*
- ✓ *Regents Results*
- ✓ *NCLB Accountability Status: In Good Standing*

Additional review was also done of the **school's budget** in comparison with the last 4 years. The loss of registers has impacted on class size but not on student gains in both the middle and high school. The ability to build capacity through teacher empowerment by the development of teacher and grade leaders has afforded us continued weekly professional development in the focus areas of the school. Staff and administration that had the ability to participate in national professional training activities are expected to turnkey and continue to train staff throughout the school year.

## **Student Performance Trends –**

At McKinney we use several sources of data to assess our students. These sources include the data management systems, Acuity, ARIS, Scantron and TeacherEase. We also use information gathered from our Inquiry Team, student surveys and school based assessments to help guide instructional practices.

When using any of the above mentioned data management sources or systems, our teachers can gather vital information about the students they teach. Acuity and Scantron provide an item analysis of assessments taken from each source. With this information, teachers can track how their students performed in a specific skill so they can address any deficiencies. TeacherEase, an online grading system, allows teachers to track any trends in their students' daily performance and attendance. ARIS enables teachers to view, analyze and group their students according to how they performed on standardized and regents exams. The Inquiry Team has used the student Learning Environment survey to identify any areas of the school that students feel a need to improve.

All these data sources help to provide a clear overall picture of how a student is performing academically. This will give teachers a definitive foundation for improving their students' performance from previous years.

### **Middle School**

- High percentage of students increasing in Math and ELA (1 year progress)
- Most progress was made in the math scores
- Decrease in the number of level 1 students.

### **High School**

- Trend – students do not perform as well on regents examinations as they do on the completion of course

### **Accomplishments**

- High percentage of students increasing in Math and ELA (1 year progress)
- Most progress was made in the math scores
- Decrease in the number of level 1 students.

### **Aids/Barriers**

#### **Barrier**

- Lack of dependable technology for students

#### **Aids**

- Continuous ongoing professional development



## 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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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Overall school goals and objectives, in support of the principal's goals and objectives and the school's mission statement, are to “reflect on,” “bolster,” and “extend” the areas of:

1. *collaboration and communication*
2. *school development/instructional*
3. *school development/long-term*
4. *data literacy.*

The language of reflect on/reflection constructs an understanding of ongoing goals and objectives; bolster/bolstering constructs an understanding of the ways in which goals and objectives support continued work; and extend/extending constructs an understanding of building new curricular and learning experiences upon existing goals and objectives.

While the goals are further broken down into several sub goals and objectives, the goals and objectives are designed and constructed as intentionally fluid: the initiatives exist within and extend beyond categorical groupings. A thread to reflect, bolster, and extend on throughout each goal is a consideration of students' social development.

The **first goal** and objectives is reflecting on, bolstering, and extending collaboration and communication: **Collaboration and communication goals** for students include encouraging students' civic engagement school-wide; encouraging students' civic engagement community-wide; and bolstering students' oral and written communication skills. Collaboration and communication goals for teachers include providing collaboration and support based on individual and collective needs for teachers. Collaboration and communication goals for administration include increasing personal leadership skills through participation in the College Board. Collaboration and communication goals for parents include providing collaboration and support based on individual and collective needs for parents, and increasing parent involvement in all school activities.

The **second goal** and objectives is reflecting on, bolstering, and extending school development/instructional: **School development/instructional goals** include improving quality of instruction. Such an initiative is undertaken via a systemic use of Understanding by Design protocols to embolden, encourage, and support lifelong learning, including the curricular-wide utilization of enduring understandings and essential questions. School development/instructional goals include continuous, varied professional development and support; support based on individual and collective needs for staff; and support based on individual and collective needs for parents. School development/instructional goals include the development and support of subject department teams who collaborate, communicate and plan for differentiated instruction to increase student achievement; and the building upon tier-level instructional leaders who can support each other through turnkey training in target instructional area (differentiation) as it applies to Understanding by Design, AVID, the Teachers College workshop models, and Read 180 initiatives. School development/instructional goals include emboldening rigor by utilizing metacognition strategies across curricular areas, and emboldening, encouraging, and supporting critical thinking.

The **third goal** and objectives is reflecting on, bolstering, and extending school development/long-term: **School development/long-term goals** include the school-community's emboldening, encouragement, and

support of lifelong learning; bolstering, extending and supporting an academic learning environment and atmosphere; and bolstering, extending and supporting a physical learning environment and atmosphere.

The **fourth goal** and objectives is reflecting on, bolstering, and extending data literacy: **Data literacy** initiatives include building, encouraging, and sustaining a data-literacy community during/in whole-school, grade-level, and department-level professional development. Data literacy initiatives include utilizing data literacy to give an accurate picture of students' abilities; and constructing an understanding of how data is impacted by social-development intervention components, and academic initiatives.



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with 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><b>TL Children First</b> (assigned to Inquiry Team)</p> <p><b>TL Data Specialist</b></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>	<ul style="list-style-type: none"> <li>• Increase credit recovery opportunities for student in the graduation cohort by 3%.</li> <li>• Teacher observations demonstrate knowledge of students' needs through differentiated instruction, use of rubrics, and use of varied methods of instruction to measure student progress</li> <li>• Documented on-going reflection and review of data to monitor student progress through student report cards, student transcripts, and scholarship summary</li> <li>• Agendas of meetings and guidance conferences with parents to increase their understanding of the use of data</li> <li>• Documentation of opportunities for parents to review and discuss their child's academic progress presented through various assessment tools (test results - Acuity, transcripts, report cards, ARIS)</li> <li>• Schedule of increase in credit recovery courses made available for students in graduation cohort</li> </ul>

**Subject/Area (where relevant):** Student Achievement

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve middle school students’ performance on the NYS ELA exam through increased collaboration, communication, and effective planning in subject department teams using: <i>systemic writing initiatives</i>, writing across the content, combining global analysis and integration of artistic/aesthetic components.</p> <p><b>By June 2011:</b>          In the 2009-2010 school year 22% of the students in grades 6-8 scored a Level I on the NYS ELA standardized test in the Middle School. In the 2010-2011 school year, we will increase their academic gains on the NYS ELA standardized tests in the Middle School for students in our lowest quartile (levels 1) by 3%.</p> <p>2010-11 Middle School – Targeted 50- (13%) regular and special education self contained students will increase their academic gains on the NYS ELA standardized tests in the by 3%.</p> <p>2010-11 High School – Targeted 30 (25%) students – specifically incoming grade 9 will increase their academic gains in literacy by 3% as evidenced by NYS Regents Results</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>Students are further developed holistically through an integrated school-wide approach, which enhances their academic skills and individual accountability through the following:          Continued use of a writing initiative that infuses differentiated instruction and analytical reasoning by linking instruction to the essential question and enduring understanding</p> <ul style="list-style-type: none"> <li>• Continuous review of recommendations offered on the <i>2009-2010 Quality Review</i> report to emphasize the development of clear evidence in the implementation and development of our writing initiative, along with the collection of relevant data to monitor student achievement in writing across the content areas.</li> <li>• Analysis of standardized testing data to identify areas of need that will inform further development and enhancement of students’ writing as indicated by students performance on the writing tasks of English, History, and Foreign Language culminating exams.</li> <li>• Analysis of student written work at weekly department meetings using New York State rubrics to evaluate teaching and learning</li> <li>• Engage students in peer reviews and editing so that students are accountable for their learning</li> <li>• Ongoing celebrations (writing celebrations, symposiums) to highlight and share student achievement, keeping the goal in the forefront for authentic audiences</li> <li>• Continue <u>ongoing scheduled weekly department meetings</u> with a focus on the levels of differentiation, shared strategies and teaching methodologies that enhance student outcomes</li> <li>• Development of a student schedule module that addresses the specific academic needs and intervention strategies for academic success (implemented in both grades 6 and 9 as an outcome of pre-assessment tests in ELA, Math (MS) and ELA, Math, History, Science (HS) and standardized test results</li> </ul>

	<p><b>Description:</b>  Department teams will meet daily to differentiate the curriculum and align it with the common core standards, while using McKinney’s systemic writing initiatives to engage students both academically and artistically.</p> <p><i>For example, coursework in teacher-facilitated and student-centered classes will seek to tap into a range of students’ experiences and understandings to motivate and support artistic, creative, analytical, academic and arts-informed learning, therefore extending students’ written work in the writing school-wide initiative (an engaging curriculum with essential questions and enduring understandings embedded.)</i></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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><b>Title I</b></p> <p><b>Contract for Excellence</b></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>	<ul style="list-style-type: none"> <li>• 3% increase for target level 1 students in the middle school on the 2011 ELA exam.</li> <li>• An increase in students written performance that is reflective of analytical and evaluative thinking, evidenced by ongoing review of student written work using NYS standardized rubrics</li> <li>• Review of HSST Reports, regents results for the grade 9</li> <li>• Gains Reports: ATS, NYStart, Acuity, School Report Card, ARIS</li> </ul>

**Subject/Area (where relevant):** Professional Development

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase personal leadership skills through participation in the College Board activities, national and regional conferences, and network teams for the 2010-2011 school year.</p> <p><b>By June 2011</b></p> <p>In the 2009-2010 school year 75% of the teachers were involved in professional development opportunities. In the 2010-2011 school year, we will improve the rate of teacher involvement in professional development by 5%.</p> <ul style="list-style-type: none"> <li>• To continue to increase teacher leadership capacity among staff from 75%, as evidenced in 2009-2010, to 80% by providing professional development opportunities in which teachers plan, develop and facilitate the professional development making it more “teacher centered”</li> <li>• To continue to build strong department teams which are self-ran and instructionally empowered, incorporating peer intervention techniques (inter-visitations) and other strategies for those in need</li> <li>• To expand study groups in data analysis and readings in action research to prepare teachers to assume leadership and to turnkey trainings</li> <li>• To continue to strengthen the level of knowledge of the administrative cabinet beyond their content specific capacity through their ability to facilitate professional development opportunities across the content, reviewing and discussing curriculum and research across the content areas</li> <li>• To provide opportunities for teachers to attend network facilitated professional development, reflect, and share knowledge gained in department meetings</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Continue scheduling department meeting times during the school day</li> <li>• Encourage teacher leaders through active participation in: <i>SpringBoard, Inquiry team, AVID, Understanding by Design, Data Analysis trainings, Differentiated Instruction, Advanced Placement course training, Portfolio Assessment, Core Curriculum</i> and other school related activities</li> <li>• Afford teachers the opportunity to continue to participate in systemic professional development initiatives (<i>UbD, AVID, Differentiated Instruction</i>) outside of the school via conferences and telecommunication sessions in order to build on their professional growth and development</li> <li>• Afford ongoing training for cohort of teachers to support the increase in Advanced Placement classes (NE mini conferences, annual AP Conference in July)</li> <li>• Afford teachers the opportunity to have school visitations and workshops with similar schools with common instructional foci (<i>UbD, AVID, Differentiated Instruction, TC Workshop, AP Courses</i>)</li> <li>• To continue to build strong department teams which are self-run and instructionally empowered, incorporating peer intervention techniques and strategies for those in need</li> </ul>

	<ul style="list-style-type: none"> <li>• To expand study groups in data analysis and readings in research to prepare teachers to assume leadership and to turnkey trainings</li> <li>• To continue to strengthen the level of knowledge of the administrative cabinet beyond their content specific capacity through their ability to facilitate professional development opportunities across the content, through viewing and discussing curriculum and research across the content areas</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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><b>Title I</b></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>	<ul style="list-style-type: none"> <li>• 80% of the teachers will attend teacher developed PD (built into their schedules weekly) for a minimum of 3 times per month as evidenced in schedules, agendas, and teacher reflections</li> <li>• Increased number of staff assuming leadership roles: development of teacher leaders in all subjects as evidenced in agendas, team minutes</li> <li>• Increased number of staff assuming leadership roles in the facilitation of school activities</li> <li>• Departments presenting and or submitting proposals for presentation at national conferences</li> <li>• Completion of syllabi for all teachers/grades 6-12 with quarterly review in order to formulate a comprehensive instructional profile for all students and parents (Currently being distributed each marking period). Teachers will be meeting with supervisors and department chairs to have an annual syllabus completed for print in June for the 2011-2012 school year for parents and students)</li> </ul>

**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase parent participation and involvement at monthly parent academy meetings, conferences and student events. <b>By June 2011</b> In the 2009-2010 school year 25%% of the parents participated in school meetings and activities documented from attendance at guidance conferences and monthly parent academy meetings.  In the 2010-2011 school year, we will increase our parent involvement to 35%.</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>	<ul style="list-style-type: none"> <li>• Review of the Learning Environment Survey results, School Report Card</li> <li>• Committee and executive board attendance sheets will be examined, compared and reviewed periodically to monitor the increase in parent involvement</li> <li>• Increase participation on the SLT, PAC, &amp; monthly Parent Academy meetings</li> <li>• Provide parent activities at various times, AM workshops, evening and weekend times to meet the needs of parents (using our community service students as child care providers where needed)</li> <li>• Encourage parent volunteers to be trained as Learning Leaders and volunteer during the school day</li> <li>• Utilize the support of <i>Partnership for Children, Inc.</i> to assist in planning ongoing parent workshops</li> <li>• Increase parent school relationships through collaborative use of Teacher Ease which affords parents an opportunity to communicate with their child’s teacher and to access immediate achievement information per individual class teacher</li> <li>• Provide ongoing training and assistance in the use of ARIS</li> <li>• Advertise events on the DOE web page so that all stakeholders have another vehicle for student/parent activities, updated information and curriculum components</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with 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><b>Title I</b></p>

**Indicators of Interim Progress and/or Accomplishment**

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

- Documented increase in parent involvement to 35%
- Attendance sheets for SLT, PAC, Parent Academy and all parent activities
- Listing of Parent Volunteers
- Tally sheets for Open School Day & Night indicating increased participation
- Increased use of Parent email lists
- Increase in the number of parents actively using Teacher Ease to communicate with their child's individual teacher and to monitor their own child academic status
- Increase in the number of parents actively using ARIS

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

***Directions:*** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) 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 Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	30	30	30	30	20	3	1	1
7	25	25	25	25	35	2	0	0
8	25	45	45	45	40	2	1	2
9	34	69	12	30	50	23	23	2
10	15	10	25	25	25	8	8	0
11	17	21	12	45	15	6	6	0
12	15	17	5	39	25	5	5	15

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

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

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>READ 180 is provided during the school day for all students who are level 1 and 2. The targeted focus groups of students receive a minimum of 7 periods of Read 180 per week (both <b>middle and HS</b> school). Small group instruction for ELA remediation in both the middle and high school is provided during the school day.          ELA enrichment is provided to a group of grade 7 students who do not qualify for Read 180.</p>
<p><b>Mathematics:</b></p>	<p>Small group classes for targeted students -Math Enrichment, which offers remediation for all students who are level 1 and 2 in the middle school. Additionally, students in the <b>middle school</b> (targeted population grade 7 and 8) receive advanced math work (algebra prep) during the school day. These students are being prepped for the Grade 9 regents. <b>HS</b> students receive small group and one-to-one tutoring along during the school day.</p>
<p><b>Science:</b></p>	<p><b>HS</b> students receive small group and one-to-one tutoring during the school day programmed into teachers' schedules for students who need additional support in the area of science to pass a regents. Additional support is also given to students involved in AP science courses through small group and tutoring.  <b>MS</b> students receive science support across the content inclusive of science classes and in ELA and Math enrichment activities where the selected curriculum supports content science topics making a connection to real world application/</p>
<p><b>Social Studies:</b></p>	<p><b>HS</b> students receive small group and one-to-one tutoring during the school day programmed into teachers' schedules for students who need additional support in the area of science to pass a regents.  <b>MS</b> students receive science support across the content inclusive of social studies classes and in ELA and Math enrichment activities where the selected curriculum supports content social studies topics making a connection to real world application.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Individual/small group counseling, advisory, test preparation, college preparation</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Individual conferencing</p>

<b>At-risk Services Provided by the Social Worker:</b>	Individual/small group counseling
<b>At-risk Health-related Services:</b>	Individual/small group counseling with services supporting the school's health's initiatives provide by: NYU Medical Clinic, Helen Keller, Partnership for Children

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) LAP narrative to this CEP.

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

**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.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for 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 allocation of Title III 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 of Title III funding). 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 of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Form TIII – A (1)(a)**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers 1 Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**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 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.

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The English as a Second Language Program (ESL) at Dr. Susan S. McKinney Secondary School of the Arts will operate on a split model. Beginning students will be pulled out for content based ESL instruction while intermediate and advanced students will get support by having the ESL teacher push into mainstream classes. While pushing in the ESL teacher will also give support to former ESL students (LEP) to assist with their continued growth in academic language development. LEP students will also be included in the Extended Day Program for English Language Arts and Math where they will receive instruction from a certified ESL and Math teacher. All students entitled to ESL services will receive at least the mandated number of minutes based upon their grade level as required by New York State mandates. Middle school beginning students will receive a minimum of 360 minutes, intermediate students will receive a minimum of 360 minutes and advanced students will get 180 minutes per week. High school students will receive the required number of ESL instruction (540). To date we do not have any ESL students in the high school, however, all records are reviewed and as new admissions arrive this is part of our required admissions process that we monitor any services that are due to new admits.

We have 12 ESL students.

The ESL Program is designed and facilitated by Ms. W. Sykes, who is a Certified ESL Teacher, K-12. The LAP site team is a sub-team of our Inquiry/ARIS community and includes, but not limited to, Inquiry Team Leader, Administrator, AVID Facilitator, Guidance and ESL teacher.

To move students beyond survival and social fluency in English, a content-based ESL curriculum will be employed. The program will prepare all students to meet the New York State Learning Standards and give them a solid base on which to anchor higher education. Standards-based, content area lessons incorporating authentic literature and writing will be used to allow participation of all students to the highest extent they are able. Language development and acquisition of content are concepts will have equal importance. Use of the Reading and Writing Workshop models of Teachers' College along with the READ 180 Program (Literacy and Math – Scholastic) will enhance student performance. Learning strategies as proposed by the CALLA method will also be used within the Reading and Writing Workshop models.

To ensure that all students are identified, parents of first time enrollees in the New York City school system will complete the Home language survey (HLIS) as part of the registration process. The parents of English Language Learners (ELL's) will be given "Bilingual and ESL Programs: A Parent's Guide", and they will complete the Parent Assurance Survey/Program Selection Form to enable them to exercise their right to choose the language model of their preference. Parents will be provided an orientation session on the state standards, assessments, school expectations and general program requirements for the ESL program, as required by state regulations. Additionally, professional development series will also be offered to ESL parents during the school year specifically designed around the Teacher College Reading and Writing Workshop Model and READ 180 Literacy and Math Programs.

ELL students will be programmed for ESL classes based on the levels of English proficiency as determined by NYSESAT Scores. Eligible incoming ELL's will be given the LAB -R Test to determine entitlement. Testing will take place within ten days of enrollment. All parents will be notified by letter when students are entitled to receive ESL service. Regularly scheduled ESL Parent Orientation meetings will be held in September 2009 and in February 2010 for parents of ESL students - this will be in addition to the Parent Involvement sessions (monthly) as well as additional orientations for parents of incoming ELL's which will be scheduled on an as-needed basis.

The ESL teacher will be involved in ongoing staff development with content area teachers and assist content area teachers in developing scaffolds to support ELL's in their classrooms. Ms. Sykes will meet with content area teachers of ESL students on a regular basis to support their instructional needs. All teachers are welcome to visit the ESL classroom at anytime.

As a part of the school’s programs both literacy and numeracy department meetings are held weekly in which both the ESL and Special Education staff are required to attend. The Assistant Principal, ELA/Humanities Enrichment Teacher and McK Lead Teachers conduct the Literacy components. The Assistant Principal/Math Coach, NYU Math/Science Team, and Lead Teachers conduct the Math components.

Our goal at Dr. Susan S. McKinney is to provide ESL students with a strong academic language base, in English, that prepares them for scholastic success. A content-based ESL curriculum will provide our students with the confidence to pursue college as an option in the future. We welcome the opportunity to educate and nurture English language learners in our community of learners, as they acquire English. We offer our continued support for students and parents alike as they embark on continuing their lives in New York City.

**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.

Staff development is scheduled into all teachers programs with all departments (grades 6-12) meeting every week. Since ELL’s and special needs students are in all of our programs and because they are a targeted group the disaggregation of sub group data is part of the weekly staff development. We are looking at student attendance, Acuity, teacher-made test and student results in order to inform instruction that meets the needs of all of the students through differentiation. Learning standards are imbedded in our systemic use of the UbD model along with the strategies employed by AVID. The overall focus for the 2009-2010 school year is centered around data and differentiated instruction and its impact on student achievement. From September to January all staff are engaged in weekly activities around data as it relates to their specific targeted populations.

Our ESL teacher continues to attend all DOE workshops related to her students. Strategies and techniques are turnkeyed back during the weekly meetings to the other staff members.

To accomplish our mission, the following professional development areas have been identified for all staff: (regular, special education and ELL):

<ul style="list-style-type: none"> <li>▪ Wilson Reading Program Workshops</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing Workshops</li> </ul>
<ul style="list-style-type: none"> <li>▪ Great Leaps Reading Program</li> </ul>	<ul style="list-style-type: none"> <li>▪ English Language Arts Coaching Sessions</li> </ul>
<ul style="list-style-type: none"> <li>• Participation in weekly ELA and Math department meetings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers College Reading and Writing Project</li> </ul>
<ul style="list-style-type: none"> <li>▪ English Language Learners Summit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participation in monthly ELA meetings with TC facilitators</li> </ul>
<ul style="list-style-type: none"> <li>▪ Weekly visits with ELA department to school TC lab sites</li> </ul>	<ul style="list-style-type: none"> <li>▪ In house training on Read 180 by on site trained facilitator</li> </ul>
<ul style="list-style-type: none"> <li>▪ Participation in TC workshops at Teacher’s College (Teachers College Institutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attend all region 8 and DOE professional development for ESL teacher</li> </ul>
<ul style="list-style-type: none"> <li>▪ Literacy Coaching Sessions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Making English Language Learners Succeed in the Balanced Literacy Classroom</li> </ul>

**Prior and on going – including but not limited to teachers of Mathematics and Science: (ELL, Special Education)**

- **Math in the City**
- **New Visions Workshops on Impact Math**
- **New Visions Workshops on Connected Math**
- **Writing in the Math Classroom**
- **Middle School Science Workshops**
- **Preparing Students for Math and Science Regents**
- **Science Liaison Workshops**

**Prior and on going – including but not limited to teachers of Social Studies: (ELL, Special Education)**

- **American History Institute**
- **Reading and Writing about Social Studies**
- **Social Studies Liaison Workshops**

**Prior and on going – including but not limited to teachers of the Arts**

- **Project Arts**
- **Lincoln Center Jazz Project**
- **Alvin Ailey Workshops**
- **Bedford Stuyvesant Restoration Arts Workshops**
- **Arts Liaison Workshops**

**Prior and on going – including but not limited to the school's leadership:**

- **Principal and Assistant Principal Conferences**
- **Turning Points**
- **Leadership Team Workshops**
- **Middle School Symposium**
- **Intervention and Prevention Workshops**
- **Conflict Resolution Conferences**
- **Academic Intervention Team Meetings**
- **School-wide Enrichment Coursework**

**Form TIII – A (1)(b)**

School: 13K265 BEDS Code: \_\_\_\_\_

**Title III LEP Program**

**School Building Budget Summary**

**NA**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</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**

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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.

**The Home Language Form, ATS Information and the ESL Teacher's interview with the parent/student are the means by which we determine our written translation and oral interpretation needs. Review of the NYSESLAT proficiency results (if applicable) and the LAB-R are discussed and reviewed with new and existing parents.**

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.

**The Department of Education provides standard Spanish translation for most important documents for parents. Additional Spanish translations are done in-house. Students who come from countries using a variety of Arabic and Bengali dialects tend to bring their own family/friends for interpretation. However, for ESL students who have testing modifications we employ the necessary DOE personnel for translation.**

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

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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 Spanish translation is provided by the Department of Education staff on-site. However, for ESL students who have testing modifications we employ the necessary DOE personnel for translation**

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 Spanish translation is provided by the Department of Education staff on-site. Students who come from countries using a variety of Arabic dialects tend to bring their own family/friends for interpretation. However, for ESL students who have testing modifications we employ the necessary DOE personnel for translation**

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>.

**Spanish translations are provided by the Department of Education staff on-site. . However, for ESL students who have testing modifications we employ the necessary DOE personnel for translation**

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**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 2009-10:	\$412,272.00	\$134,876.00	\$547,148.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 5471.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,613.00		
4. Enter the anticipated 10% set-aside for Professional Development:	\$117,816.00		

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_ 100%\_\_
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.

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

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

### Pages 11-12 Needs Assessment

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

**To date all of our teachers are certified. A current partnership with New York University (M-Step Program, a Math/Science Initiative) affords McKinney science and math staff an opportunity to receive a Master/s Degree in addition to on-site professional development and support in effective teaching strategies and techniques. In addition to NYU, we also have all of our teachers involved in various aspects of professional support with Teacher's College and the implementation of balanced literacy across the content areas, Urban Advantage (Science Training), Wilson, Schools Attuned.**

**Collaboration with Teacher Fellows and their related institutions (Fordham University, Pace University, and Long Island University) as well as Teach for America has become our primary sources for hiring new teachers and teacher replacement.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

**There will be ongoing professional development provided by Administrators and Masters Teachers will use state standards and the NYC Dept. of Education Comprehensive approach to literacy and math as a framework for instruction. Additional support will be given from AVID for the AVID Program. All of the supportive professional development follows the same standards and guidelines for NYC and NYS. During the 2006-2007 school year additional training was done by Authentic Education, Inc. (Understanding by Design – Dr. Grant Wiggins) to support pedagogue planning and preparation for the school year. Trainings started for UBD Spring 2006 for all McKinney staff and continued through the 2009 school year.**

**Ongoing trainings by the Hope Foundation, College Board and AVID have helped to support teacher mastery with teams of teachers participating every year.**

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

**Partnership with Teach for America (summer 2007, 2008 training site), Teaching Fellows, New York University, Long Island University, Pace University, St. Francis College have supported the replacement of non-certified teachers and acquiring content specific trained staff.**

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

**Monthly parent academy meetings have been held for the past two years. Instructional support with an emphasis on literacy development is an ongoing part of the monthly session with presentations by staff, administration and or outside facilitators making a connection between literacy components at McKinney and support for family literacy activities**

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.

**NA**

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 are an integral part of the instructional process through the following vehicles they are able to engage in discussion and planning on student achievement: Subschool/Grade meetings, Department meetings, Professional Learning Community Team meetings**

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.  
**Targeted students who fall below the proficiency levels in reading and math are scheduled for small group and individual assistance using WILSON. Additional support for students who are moving towards the proficiency levels will be involved in small group and individual assistance using the REWARDS Program. Both programs are supported by F-Status teachers who are content specialists who meet with the students 2-3 days per week. Additionally all of the students who have experienced difficulty mastering the proficiency levels are scheduled for READ 180 Lab. These students will meet in 90 minute blocks for 3 x per week.**
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.

All of our programs are coordinated between two teams – the budget team and the AIS team. The budget is reviewed after final ROC approval. The AIS team, which includes guidance counselors and support staff review the existing services, student academic needs to make sure that the services provided will be the most appropriate for the current student population. Currently we have a NYS Violence Prevention Grant which parallel's existing extended day programs offering students additional courses/programs to increase /enrich their academic growth. A small portion of this grant supports both the Library and the Arts Department

## 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 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓					
Title I, Part A (ARRA)	Federal	✓					
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS                      NA**

**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.

**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.

**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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## 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:** Improvement YR 1 HS Math    **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

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.

**Area identified HS Math: Our findings indicated a clear deficiency in mathematics for students entering in grade 9 with a majority functioning below high school level. Entering students in both grades 6 and 9 are given a preliminary entrance exam to determine their skills level and math readiness to approach the high school math sequence (Algebra, Geometry, Algebra 2). Though the majority passes the class their stamina for the regents still needs to be developed. Based upon the results students are programmed for additional support in the area on math along with participating in the AIS tutorial programs after school and tutoring at home.**

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.

**Through additional funding we were able to increase the math teaching staff to support students with weak skills for our targeted population: HS Math YR. 1 Comprehensive (Black/Economically Disadvantaged). This afforded us the opportunity to decrease the class sizes in the high school and provide more structured small group instruction developed to addressing the lack of basic skills knowledge. Additionally we have integrated a Computer Assisted Program – STUDY ISLAND – which supports NYS Regents preparation in all high school courses. Students are programmed for individual work in the computer lab for skills development.**

### **Part B: For Title I Schools Identified for Improvement**

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.

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School Under Registration Review (SURR)

- ❖ **Development of a content specific professional library to support the weekly department professional development sessions.**
- ❖ **Attendance at national conferences – 2010-2011 teachers will participate in the AVID Conference and the Reading Conference.**
- ❖ **Attendance at local conference – provided by the Department of Education and regional content specific conferences.**

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

**We have 100% high-qualified teachers. Each department has a teacher leader that works directly with the Lead Teacher and Administration on the weekly professional development sessions programmed into each teacher's program. All teachers participate in PD every week.**

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.

**Notifications sent home by all students with a listing of services and the options for parents.**

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** NA

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

## 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: 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.)

**There are 192 students in STH at McKinney. There are 98 STH students in the High School and 94 STH students in the Middle School.**

2. Please describe the services you are planning to provide to the STH population.  
**Upon entry students are welcomed and received by administration, guidance, Partnership with Children, Inc. staff member and Parent Coordinator in a private meeting. Students are given a welcome package which consists of a book bag, student materials/supplies and their class schedule. In addition, both the student and parent receive information on the programs and services that the school provides and those provided through or by Partnership with Children, Inc. (PWC) at McKinney. All students go through a series of content tests (at the beginning, middle (Feb.) and end of school year). However, the beginning test is given to all entering STH students. These assessment tools are designed to assist us in providing them with the programs and services that will support their individual needs. The grading levels (4, 3, 2, 1) are reviewed on the test. Students who need additional instructional support receive a program which addresses that need with intervention services built into the program for literacy and math. In both the middle and high school students receive intervention through READ 180 and additional mathematics support. Students whose assessments are above a level 3 are placed in our AVID program. All populations receive constant support from guidance, Parent Coordinator and PWC. AVID students have the additional support of the AVID team and facilitators.**

3. .

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

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

## **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: FOR TITLE I SCHOOLS**

4. 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.)

**There are 192 students in STH at McKinney. There are 98 STH students in the High School and 94 STH students in the Middle School.**

5. Please describe the services you are planning to provide to the STH population.  
**Upon entry students are welcomed and received by administration, guidance, Partnership with Children, Inc. staff member and Parent Coordinator in a private meeting. Students are given a welcome package which consists of a book bag, student materials/supplies and their class schedule. In addition, both the student and parent receive information on the programs and services that the school provides and those provided through or by Partnership with Children, Inc. (PWC) at McKinney. All students go through a series of content tests (at the beginning, middle (Feb.) and end of school year). However, the beginning test is given to all entering STH students. These assessment tools are designed to assist us in providing them with the programs and services that will support their individual needs. The grading levels (4, 3, 2, 1) are reviewed on the test. Students who need additional instructional support receive a program which addresses that need with intervention services built into the program for literacy and math. In both the middle and high school students receive intervention through READ 180 and additional mathematics support. Students whose assessments are above a level 3 are placed in our AVID program. All populations receive constant support from guidance, Parent Coordinator and PWC. AVID students have the additional support of the AVID team and facilitators.**

**Part B: FOR NON-TITLE I SCHOOLS**

4. 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).
5. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
6. 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 the borough Integrated Service Center (ISC) or Children First Network.

## **TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

*NCLB requirement for all Title I schools*

### **Part A: School Parental Involvement Policy**

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

### **School Parental Involvement Policy:**

#### **I. General Expectations**

**Dr. Susan S. McKinney** agrees to implement the following statutory requirements:

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

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

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

1. **Dr. Susan S. McKinney** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: *(Conducting a series of workshops to work with parents on the completion of the parent involvement plan.)*
2. **Dr. Susan S. McKinney** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: *(Presented at monthly Parent Academy Workshops, Leadership Team meetings, parent grade meetings.)*
3. **Dr. Susan S. McKinney** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: *(Equitable access to school technology, participation in training sessions and workshops, participation in school retreat.)*
4. **Dr. Susan S. McKinney** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: M
5. **Dr. Susan S. McKinney** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. *(Center for Collaborative Education – Turning Points, Spring 2007. )*
6. **Dr. Susan S. McKinney** will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (*Monthly Parent Academy Workshops, Curriculum Night (quarterly celebrations of student work, McKinney Retreat)*)
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (*Parent Academy, Guidance Presentations, Monthly Title I Workshops, Intervention/Support Team Workshop Sessions.*)
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (NA.)
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (*Monthly Calendar of Events*)

### **III. Discretionary School Parental Involvement Policy Components**

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

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by *Paula Holmes, Principal, Emily Clark, and President*. This policy was adopted by the **Dr. Susan S. McKinney** on **May 7, 2010** and will be in effect for the period of **1 year**. The school will distribute this policy to all parents of participating Title I, Part A children on or before **September 2010**.

## **Part B: School-Parent Compact**

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

### **School-Parent Compact:**

**Dr. Susan S. McKinney**, 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 2006-07.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

Dr. Susan S. McKinney will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [*Providing all students with the opportunity to participate in intervention and enrichment activities (some students may need intervention in ELA and enrichment in Math/Science)*].
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: *Monthly Parent Academy Meetings beginning in September 2007*].
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [*Quarterly progress reports mailed home, individual grade conferences, telephone and in-house scheduled parent meetings with teachers, guidance and related staff*]

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: *[Parents will receive a copy of the scheduled availability of classroom teachers for consultation. Appointments can be made directly with the guidance, SBST and intervention team. A compiled list will include all of the names, telephone numbers.]*
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: *[Parents may volunteer through with the Parent Coordinator and or Family Assistant. Additionally parents are free to observe classroom activities, no designated appointment is necessary. On site notification to administration, teacher coordinators, guidance and or intervention is accepted]*
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed and students are prepared for class.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- 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 School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Dr. Susan S. McKinney Secondary School of the Arts					
<b>District:</b>	13	<b>DBN:</b>	13K265	<b>School</b>		331300010265

**DEMOGRAPHICS**

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

<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		87.1/87.5	88.8/	87.5 /
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		97.3	96.4	96.3
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	61	63	57	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	73	64	59		60.3	68.5	83.3
Grade 8	74	73	73				
Grade 9	86	92	99	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	74	70	100	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	94	64	38		5	100	26
Grade 12	84	95	66				
Ungraded	0	0	1	<b>Recent Immigrants - Total Number:</b>			
Total	546	521	493	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	1	0

<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	14	24	33	Principal Suspensions	24	38	23
# in Collaborative Team Teaching (CTT) Classes	20	16	16	Superintendent Suspensions	12	12	5
Number all others	45	51	47				

*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	N/A	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	57	50	47
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	11	9
# receiving ESL services only	14	12	TBD				
# ELLs with IEPs	0	1	TBD	Number of Educational Paraprofessionals	3	3	4

*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
	4	8	35	% fully licensed & permanently assigned to this school	100.0	100.0	97.5
				% more than 2 years teaching in this school	50.0	70.0	72.3
				% more than 5 years teaching anywhere	29.3	44.0	61.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	64.0	78.0	87.2
American Indian or Alaska Native	0.9	0.6	0.4	% core classes taught by "highly qualified" teachers	92.2	96.1	92.0
Black or African American	77.3	73.9	73.4				
Hispanic or Latino	19.2	22.1	24.3				
Asian or Native Hawaiian/Other Pacific	1.3	2.1	0.4				
White	1.3	0.6	1.2				
<b>Male</b>	39.2	39.3	37.5				
<b>Female</b>	60.8	60.7	62.5				

#### 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,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	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: v	ELA: v
Math: v	Math: X
Science: v	Graduation Rate: v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v	v	X	v	77
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v		v	X		
Hispanic or Latino	v	v	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-		-	-	-	
Multiracial							
Students with Disabilities	v	v	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		v	v		
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>1</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>	C / A	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	28.1 /	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment: <i>(Comprises 15% of the</i>	5.3 / 6.6	Quality Statement 2: Plan and Set Goals	P
School Performance: <i>(Comprises 25% of the</i>	5.4 / 20.2	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress: <i>(Comprises 60% of the</i>	16.4 /	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit:	1 / 1.5	Quality Statement 5: Monitor and Revise	UPF

<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)

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Karen Best, Assistant Principal  
Michael Walker, Sr., Assistant Principal

Paula Holmes, Principal

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*NCLB requirement for all Title I schools*

### **Part A: School Parental Involvement Policy**

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### **School Parental Involvement Policy:**

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- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including

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providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. **Dr. Susan S. McKinney** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: *(Conducting a series of workshops to work with parents on the completion of the parent involvement plan.)*
2. **Dr. Susan S. McKinney** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: *(Presented at monthly Parent Academy Workshops, Leadership Team meetings, parent grade meetings.)*
3. **Dr. Susan S. McKinney** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: *(Equitable access to school technology, participation in training sessions and workshops, participation in school retreat.)*
4. **Dr. Susan S. McKinney** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: **(NA)**
5. **Dr. Susan S. McKinney** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

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The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (*Center for Collaborative Education – Turning Points, Spring 2007.* )

6. **Dr. Susan S. McKinney** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (*Monthly Parent Academy Workshops, Curriculum Night (quarterly celebrations of student work, McKinney Retreat)*)
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (*Parent Academy, Guidance Presentations, Monthly Title I Workshops, Intervention/Support Team Workshop Sessions.*)
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (NA.)
  - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (*Monthly Calendar of Events*)

### **III. Discretionary School Parental Involvement Policy Components**

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

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Karen Best, Assistant Principal

Michael Walker, Sr., Assistant Principal

Paula Holmes, Principal

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by *Paula Holmes, Principal, Emily Clark, and President*.

This policy was adopted by the **Dr. Susan S. McKinney** on **May 7, 2010** and will be in effect for the period of **1 year**. The school will distribute this policy to all parents of participating Title I, Part A children on or before **September 2010**.

#### **Part B: School-Parent Compact**

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

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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:**

**Dr. Susan S. McKinney**, 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 2006-07.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

Dr. Susan S. McKinney will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [*Providing all students with the opportunity to participate in intervention and enrichment activities (some students may need intervention in ELA and enrichment in Math/Science)*].
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: *Monthly Parent Academy Meetings beginning in September 2007*].
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [*Quarterly progress reports mailed home, individual grade conferences, telephone and in-house scheduled parent meetings with teachers, guidance and related staff*]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [*Parents will receive a copy of the scheduled availability of classroom teachers for consultation. Appointments can be made directly with the guidance, SBST and intervention team. A compiled list will include all of the names, telephone numbers.*]
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [*Parents may volunteer through with the Parent Coordinator and or Family Assistant. Additionally parents are free to observe classroom activities, no designated appointment is necessary. On site notification to administration, teacher coordinators, guidance and or intervention is accepted*]

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6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed and students are prepared for class.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- 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.

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- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**SIGNATURES:**

\_\_\_\_\_  
**SCHOOL**

\_\_\_\_\_  
**PARENT(S)**

\_\_\_\_\_  
**STUDENT**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

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**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>3</b>	District <b>13</b>	School Number <b>265</b>	School Name <b>Dr. Susan S. McKinne</b>
Principal <b>Paula Holmes, Principal</b>		Assistant Principal <b>Karen Best</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Zakiya Harris/Performing Arts</b>		Guidance Counselor <b>Donna Sealy-Robinson</b>	
Teacher/Subject Area <b>Wanda Sykes/ESL</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Nordia Roye/ELA</b>		Parent Coordinator <b>Frank Heyward</b>	
Related Service Provider <b>type here</b>		Other <b>Jacqueline Edwards/Math</b>	
Network Leader <b>Kathy Pelles</b>		Other <b>type here</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>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
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>500</b>	Total Number of ELLs	<b>11</b>	ELLs as Share of Total Student Population (%)	<b>2.20%</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.
- 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.)
  - 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.

The Pupil Personnel Secretary, Ms. Roussel, notifies the ESL Teacher, Ms. W.Y. Sykes, when first time admits to the school system are preparing to enroll at McKinney. If the parent indicates that the student is coming from an educational setting where the student has been taught in a language other than English and another language is used in the home the Home Language Information Survey (HLIS) will be given to them in the bilingual format. The ESL Teacher will review the HLIS and conduct an oral interview with the parent. When it is determined that the child requires it by the answers on the HLIS and an informal interview, the LAB-R will be administered. If the score is less than proficient the parent will be given the “Bilingual and ESL Programs; A Parents Guide”, in English and the home language when possible. After the ESL teacher answers any questions the parent may have about the different types of language learning programs available in the NYC Public School System, they will be asked to complete the Parent Assurance Survey/Program Selection Form in English and the home language as part of the registration process. Parents will be have an official orientation session during which they will be provided with information on state standards, assessments, school expectations and general program requirements for ESL students as required by state regulations. Testing and placement in the appropriate ESL program will be completed within ten days of registration. When a Spanish speaking student scores below the proficient level on the LAB-R they will be given the Spanish LAB to establish language dominance.

Parents are notified by letter in English and the home language that their child is entitled to English as a Second Language services. Students are scheduled for the appropriate number of state mandated minutes according to their proficiency level. Over the years the majority of parents have chosen to have their children in ESL only classes. Therefore, the schools’ ELL services have been aligned accordingly.

The initial screening of newly enrolled students includes completion of the HLIS, administration of LAB-R, is conducted by Wanda Y. Sykes, ESL Teacher. Ms. Sykes is a bilingual teacher (English/Spanish) and is certified by New York State to teach ESL, K-12. Parents who speak other languages are accompanied by an English speaking relative or neighbor to interpret during the intake process. Where applicable we do provide translations services through our staff and DOE paid translators.

All ESL students, as identified by use of LAB-R, NYSESLAT Exam History report (RLAT) and Cross Reference List for ESL Students (RCRL) reports, are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring of the year. Exams are administered by W.Y. Sykes, ESL Teacher with the assistance of Carolyn Jack, Test Coordinator as needed.

## 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	Tot #
<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>															0
<b>Push-In</b>							3	2	2	4					11
<b>Total</b>	0	0	0	0	0	0	3	2	2	4	0	0	0	0	11

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

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	2
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	4

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	2			5		1	4		1		11
<b>Total</b>	2	0	0	5	0	1	4	0	1		11

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

<b>Dual Language (ELLs/EPs)</b> <b>K-8</b>
---

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

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

The Push-in model allows the ESL teacher to work with ELLs during content instruction and allows students equal access and maintaining content instructional time. The ESL teacher collaborates with the content area teachers to provide differentiation strategies that allow all students access to the content.

Classes travel together by grade. Within the classes students are grouped heterogeneously. This allows students the opportunity to learn with and from their peers who are at different levels of language proficiency. Students from the same language group are paired to allow for use of the native language for explicit explanations as needed. Students are also provided with bilingual dictionaries for use in class and home to increase understanding of content specific vocabulary.

Staff are organized to insure that the mandated number of instructional minutes is provided according to proficiency levels in the ESL program. Teachers provide beginning and intermediate ELLs with 360 minutes per week of ESL; advanced ELLs with 180 minutes per week and advanced ELLs with 180 minutes of ELA in the middle school. High school teachers provide beginning ELLs with 540 minutes of ESL; intermediate level students with 360 minutes per week and advanced students with 180 minutes per week. Advanced students also get 180 minutes per week of ELA.

.Teaching throughout is based on the Balanced Literacy approach. Content is made comprehensible to enrich language development by use of Smart Boards, computers and audio equipment in classes. Independent reading of "just right" books; Read 180 and the writing process provides students with scaffolds for development of academic and linguistic competence. QTEL strategies provide students with scaffolds as needed. Scaffolds provided includes modeling, bridging of prior knowledge to new subject matter, contextualization of new concepts and language by use of realia, manipulatives, graphic representation; schema building thru previewing texts with students and using advance organizers in preparation for reading assignments or lectures.

Students with interrupted formal education (SIFE) are provided with instruction thru the Read 180 Program to allow them to progress with their reading skills in English at their own pace through exposure to whole group instruction, independent reading of leveled books and

computer based learning. ESL instruction focuses on increasing student vocabulary for content area learning and use of academic language. Writing instruction provides attention to grammar, spelling and composition through the writing process along with specifics modeled in the school-wide writing initiative. Students receive the mandated number of minutes of ESL based on their performance on the LAB-R and NYSESLAT exam results.

Newcomers, ELLs in school less than 3 years are scheduled for mandated minutes of ESL. Students participate in mainstream classes. Lessons are taught incorporating ESL strategies and differentiated instruction. Standards-based content lessons incorporating authentic literature and writing allow for the participation of all students. Teachers pay attention to scaffolding learning in order to provide support for ELLs. Bilingual glossaries are provided for use in class and at home, Students are provided with AIS outside of the regular school schedule.

ELLs in school for 4-6 years are scheduled for the New York State mandated minutes of ESL/ELA based on student proficiency levels. Students participate in content area classes where teachers regularly infuse ESL strategies to differentiate instruction so that all students can participate while developing their English language skills. Bilingual glossaries are provided for use in class and at home.

Long term ELLs receive the mandated number of minutes of ESL based on their performance on the yearly NYSESLAT exams. ESL support focuses on increasing student use of academic language. Reading focuses on phonological awareness, fluency and increasing comprehension and expression of ideas as complete thoughts. Students' prior experiences are used as a basis for making new connections in the curriculum.

Special needs students are scheduled for the mandated ESL/ELA number of minutes according to their proficiency level and grade. Differentiation of instruction allows various entry points into the lessons for all students.

Students who have achieved a Proficient score on the NYSESLAT are entitled to two years of additional ESL support from the ESL teacher on a Push-in basis. Teachers continue to use CALLA ESL strategies to provide scaffolding for students to strengthen use of academic language. Students will continue to get the NYS test accommodations of time and a half for ELA and Math as well as the use of a translated exam or translator as needed along with the bilingual dictionaries/glossaries.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



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

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

AIS services are conducted in English. Programs that assist students with development of academic and social skills outside of the regular school day include:

Partnership With Children, Inc; Remediation and Enrichment Extended Day; Saturday classes; Sister to Sister and Project Male as well as Marching Band and Ballroom Dancing, Environmental Studies Project, School Newspaper and School Store.

Ells have equal access to all programs and activities provided to all students at McKinney. AIS programs are conducted in English with the availability of bilingual dictionaries/glossaries and peer interaction with students of the same language group to provide support when possible. Parents are advised by letter and at Parent Teacher conferences of the AIS programs available to their child.

The current model will remain in place for the upcoming school year.

There will not be any programs or services discontinued for Ells.

Ells participate in all aspects of the McKinney community by choosing the talent class of interest. Students are represented in the students government, Partnership With Children, marching band as well as involvement with the school magazine.

Instructional materials vary by level within each content area. Instructional materials include books from classroom libraries, textbooks, magazines and computer access for students in Read 180 and math. Students are provided grade specific curriculum with differentiation occurring in the form of presentation; aural, oral, visual, and hands on the level of the written materials to include graphics and time for interaction among students for collaboration. Students are afforded the opportunity to present what they have learned in various formats through out the year. Students engage in project based learning to provide the rigor of repeated exposure to content over time and in different forms.

Native language support for ELLs is provided in the form of bilingual dictionaries/glossaries in English/Spanish;Arabic and Haitian Creole in content classes. The school library as well as classroom libraries have a selection of Spanish books for students independent reading pleasure. Classroom libraries provide a wide selection of genres and levels of reading materials for students to choose from. Books on tape are available to be taken home for listening with companion books. All materials are age and grade appropriate for middle and high school students.

Before school begins ELLs are invited to Open House activities to familiarize them with the middle school/high school campus and provide them with information as to the expectations of McKinney students.

The Language elective offered to ELLs is Spanish.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and 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.

At the school the ESL teacher will turn-key strategies for helping ELLs succeed during regular departmental meetings staff members included in these PD sessions include– Assistant principals, Subject area teachers of ELLs, paraprofessionals, Guidance counselor, Special education teachers, Pyschologists, Speech therapist, Secretary, Parent coordinator.

Staff development is scheduled into all teachers programs with all departments (grades 6-12.) ELLs and Special Needs Students are in all programs and as targeted groups the disaggregation of sub-group data is part of the staff development. The following is reviewed regularly: student attendance, Acuity scores, teacher-made tests, student work and Periodic Assessment scores in order to inform instruction that meets the needs of all of the students through differentiation. Learning standards are imbedded in the systemic use of UBD, MELCON,

AVID and QTEL strategies.

Staff is provided with student information on the language acquisition status of new students as they transition from elementary to middle and/or middle to high school. Teachers will be provided with suggestions of appropriate CALLA strategies that can be used in content area classes to address the needs of ELLs.

The ESL teacher attends DOE workshops related to ELS. Strategies and techniques are turn-keyed during meetings with content area teachers.

Teachers of ELLs will attend workshops given by the Office of English Language Learners to satisfy the 7.5 hours of ELL training as per Jose P on a rotational basis.

## 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?

Each month there is a Parent Academy meeting in which all parents are invited. Through the efforts of the Parent Coordinator, Mr. Heyward, and members of the PTA outreach is provided to all. A school calendar also keeps the school community aware of student and parent activities. At the monthly Parent Academy meetings there are a number of CBO's invited to provide workshops to the parents ranging from parenting skills to college financial aid. Interpreters are present to support the needs of our Ell parents.

The needs of our parents are addressed by the Parent Coordinator, through survey, individual and group conversation, our teaching staff (individual conversation regarding student academic and social growth), our PTA ( canvassing of interest - conducted during the Parent Academy meetings to determine specific interests of the parents). Parent Academy meetings are also supported by administration and teaching staff who make an instructional presentation at every meeting. This gives the parents an opportunity to participate in the same instructional activities as their students. Topics range from the Integration of Technology, Use of the Internet to Gather Research, Content area instructional demonstrations and the McK writing initiative.

The integration of all of the parent involvement activities supports the needs of our parent population.

# 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)							1							1
Intermediate(I)							1		1	1				3
Advanced (A)							1	2	1	3				7
Total	0	0	0	0	0	0	3	2	2	4	0	0	0	11

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

LISTENING/ SPEAKING	B							1						
	I													
	A							1		1	1			
	P							1	2	1	3			
READING/ WRITING	B							1						
	I							1		1	1			
	A							1	2	1	3			
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1		1		2
7	1	1			2
8	2				2
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			2		1				3
7	1		1						2
8	1		1						2
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	1		2		1				4
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			3		1				4
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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's 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?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

#### NA Elementary School assessments

Examination of the NYSESLAT results for all students show strong development in the areas of listening and speaking. Students' progress in reading and writing takes a longer time to show progress from year to year.

Therefore, teachers will make a greater effort to provide students with good models of what they are expected to produce and provide scaffolds for completion of projects that include language models.

One middle school newcomer student is at the beginning level in the combined modalities of Listening/Speaking and Reading/Writing. This student is involved with all aspects of the regular school day. He has developed partnerships with peers who provide him with models of the work to be done during classes. This interaction with native English speakers reinforce the academic language used by teachers and students in class he needs to acquire for academic success.

Three students are at the Advanced level and seven scored at the proficient level on their last NYSESLAT. Three students scored in the intermediate range in the Reading/writing modality while seven scored at the advanced level. Seven students are on the verge of testing out of ESL with listening/speaking scores of Proficient and reading/writing scores of Advanced. These students require additional instruction to strengthen their reading comprehension and writing skills. They will receive additional individual support from the ESL and content teachers to increase vocabulary usage in context along with precise use of academic language.

One newcomer student was exempt from taking the ELA exam last year. Four middle school ELLs are approaching the standard on the ELA yearly assessment. These students will benefit from additional practice focused on increasing fluency and comprehension. One is at level 2 and another at level 3. Writing mechanics will improve as they continue to use the writing process and participate in the school-wide writing initiative to compose academic essays using MELCon strategies and engaging in group and peer editing activities.

The science test records show that one high school student made a level one score last year; two were at level two and one at level three.

The social studies test scores for high school students placed three students at level two and one at level three. The same testing accommodations were made as for the science test.

Instructional decisions will be made by teachers according to patterns across NYSESLAT modalities to allow ELLs the opportunity to strengthen areas needing improvement. Teachers will align small group and individual teaching sessions to provide additional opportunities for the appropriate use of academic and content language within the content areas.

No current high school ELLs have taken any Regents exams yet.

The NYSESLAT data in the listening/speaking modality suggest that three students need further development in oral communication as well as increased reading/writing development. The ESL teacher and content area teachers will focus on providing more opportunities for students to listen and respond to visuals as well as written texts. Modeling opportunities must be provided consistently to expand all students use of proper English grammatical forms and vocabulary in context by the use of realia, manipulatives and by providing verbal analogies to make decontextualized content accessible to ELLs.

School leadership and teachers use the results of ELL Periodic Assessments to help students create individual Smart Goals. As test results are reviewed with students they reflect on their study habits and learning styles to improve self monitoring and identify ways to adjust behavior to bring about positive outcomes in future learning.

5. NA

Success of the programs for ELLs at McKinney is measure by how well students are integrated into the school community. Our goal is to provide ELLs with a strong academic language base in English that prepares them for scholastic success. Students are held to high standards with the expectation that they will rise to meet the challenge as they prepare to pursue a college education in the future. Therefore, we expect students to show growth in the English language acquisition as reflected in improved test scores on ELA, Math, NYSESLAT, other yearly assessments and honor roll grades in content classes.

Conferences. Memo's will be sent out when parents require notices written in languages other than English and or if interpreters are needed during Parent Teacher Conferences.

**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.

Paste additional information here

**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		