



**RALPH R. MCKEE CAREER AND TECHNICAL EDUCATION
HIGH SCHOOL**

**2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: RALPH R. MCKEE CAREER AND TECHNICAL
EDUCATION HIGH SCHOOL**
ADDRESS: 290 ST MARKS PLACE
TELEPHONE: 718-420-2600
FAX: 718-981-8776

MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100011600 **SCHOOL NAME:** Ralph R. McKee Career and Technical Education High School

SCHOOL ADDRESS: 290 ST MARKS PLACE, STATEN ISLAND, NY, 10301

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

SCHOOL CONTACT PERSON: SHARON ALICIA HENRY **EMAIL ADDRESS** SHenry2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mark Beyer

PRINCIPAL: SHARON ALICIA HENRY

UFT CHAPTER LEADER: Jay Coppi

PARENTS' ASSOCIATION PRESIDENT: Patricia Manley

STUDENT REPRESENTATIVE:
(Required for high schools) Tyreek Penn

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** CFN 405

NETWORK LEADER: KAREN DITOLLA/Nilda Kraft

SUPERINTENDENT: AIMEE HOROWITZ

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
SHARON ALICIA HENRY	Principal	Electronic Signature Approved. Comments: Yes yes
Patricia Manley	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Yes Yes Yes
Jay Coppi	UFT Chapter Leader	Electronic Signature Approved. Comments: Yes Yes Yes
Meryl Sheridan	UFT Member	Electronic Signature Approved. Comments: Yes Yes Yes
Sonia Fields	UFT Member	Electronic Signature Approved. Comments: Yes Yes Yes
Tyreek Penn	Student Representative	Electronic Signature Approved. Comments: Yes Yes Yes
Michael DiMartino	Student Representative	Electronic Signature Approved. Comments: Yes Yes Yes
Manny Innamorato	Parent	Electronic Signature Approved. Comments: Yes Yes Yes
Mark Beyer	Parent	Electronic Signature Approved. Comments: Yes Yes Yes
Nick Lettiere	Parent	Electronic Signature Approved. Comments: Yes Yes Yes
Funso Ojo	Parent	Electronic Signature Approved. Comments: Yes Yes Yes
Laura Mahlooji	UFT Member	Electronic Signature Approved. Comments: Yes Yes Yes

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Vision Statement:

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

- Relationships
- Relevance
- Rigor
- Results

Through networking and the application of advanced technological skills, career opportunities will be expanded and long-term partnerships between the business community and our students will be cultivated.

Mission Statement:

Using the most updated, state-of-the-art equipment, Ralph R. McKee Career and Technical High School highly motivates pupils to reach their potential. One of the vital initiatives is to impress upon students the importance of pursuing their college dream to further their Career/Technical knowledge. We offer workforce partnerships in Construction, Metropolitan Transit Authority (MTA), BMW, Deloitte and Touche, Con Edison and many more. Learning in our small environment offers unlimited opportunities.

In addition, they are members of the Superintendent's Student Council and the Chancellor's Advisory Council. Furthermore, our students serve as volunteers for the Penny Harvest for the Homeless, African Relief Fund, Brooklyn/Staten Island Blood Center Blood Drive, Project Hospital/Poor Peoples Dinner, Toys for Tots, the March of Dime, NYC Marathon and the Tunnel to Towers Run.

Special programs available to students include:

They learn new communication techniques and apply them to real life situations.

They can practice skills such as interviewing, writing resumes and application writing and completing applications with the guidance of trained counselors. Guest speakers are brought in from business, trades, career schools, technical and peer-intervention.

After completion of this program, students may take a CISCO Networking Associates exam which will certify them as trained computer repair technicians.

Apprentices will be selected based on recommendations of their career subject teachers.

Special programs available to students include:

AVID targets students in the academic middle who have the desire to go to college and the willingness to work hard. AVID places academically average students in advanced classes and provide them with an elective class that prepares them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

They learn new communication techniques and apply them to real life situations.

They can practice skills such as interviewing, writing resumes and application writing and completing applications with the guidance of trained counselors. Guest speakers are brought in from business, trades, career schools, technical and peer-intervention.

After completion of this program, students may take a CISCO Networking Associates exam which will certify them as trained computer repair technicians.

Apprentices will be selected based on recommendations of their career subject teachers.

SkillsUSA members develop into well-rounded people with technical, academic and employability skills that will help them get a job and have a successful career. Through chapter meetings, contests, leadership conferences and activities, students will be building these skills. Each chapter chooses, plans and conducts its own activities.

The FIRST Robotics team engages in competitions. The purpose is for professionals and young people to solve engineering design problems. The competitions occur throughout the United States over a three month period. Students also get to participate in year-long community service activities in which they show students in younger grade levels that the technological field holds many opportunities.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Ralph R. McKee Career and Technical Education High School								
District:		31	DBN #:		31R600	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			86.7	88.6	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			97.3	95.72	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			41.2	41.2	64	
Grade 8		0	0	0						
Grade 9		282	263	266	Students in Temporary Housing - Total Number:					
Grade 10		219	213	211	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		108	128	128			8	12	TBD	
Grade 12		120	116	117						
Ungraded		32	19	31	Recent Immigrants - Total Number:					
Total		761	739	753	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							5	5	1	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		115	106	101	Principal Suspensions		154	233	TBD	
# in Collaborative Team Teaching (CTT) Classes		9	12	18	Superintendent Suspensions		15	12	TBD	
Number all others		75	79	79						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	505	668	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	20	31	17	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	8	6	12	Number of Teachers	61	53	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	31	30	TBD
				Number of Educational Paraprofessionals	3	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	48	36	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	73.4	85.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	62.5	71.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	82	TBD
American Indian or Alaska Native	0.3	0	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	87	90.2	TBD
Black or African American	43.2	39.8	42.6				
Hispanic or Latino	29.8	30.9	29.2				
Asian or Native Hawaiian/Other Pacific Isl.	4.2	5	4.5				
White	22.5	22.9	21.2				
Multi-racial							
Male	67	68.3	70.7				
Female	33	31.7	29.3				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		Y	
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	
All Students				√	√	√	62
Ethnicity							
American Indian or Alaska Native						-	
Black or African American				√	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				√	√		
Multiracial				-	-		
Students with Disabilities				-	-		
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				5	5	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	79.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	

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

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

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

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

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

Through the Department Data Inquiry Teams, needs assessments were conducted in June 2010 in four key academic performance levels. 65% of RMHS students passed the English Language Arts Regents. 70% of RMHS students passed the Integrated Algebra Regents. 50% of students passed the Living Environment Regents. 50% of RMHS students passed the U. S. History Regents.

The Principal's Performance Review goals, based on the data inquiry teams of RMHS, indicate that the school community needs to work towards improving the passing percentage of students on state assessments in four academic areas by August 2011. 75% of students will pass the ELA Regents with a 65 or higher. Similarly 75% of students will pass the Integrated Algebra Regents. 60% of students will pass the Living Environment Regents. 60% of students will pass the U. S. History Regents.

A key tenet of the Quality Review is to develop a school wide focus on the differentiation of instruction to improve teaching practices and learning outcomes. The needs assessment using informal and formal observations conducted by June 2010 indicated that only 11% (6 out of 54) teachers integrated the smartboard into their lessons or differentiated instruction using either content or learning styles. By June 2011, there will be a school wide focus developed and shared through teacher team meetings on instructional strategies incorporating learning styles, and integration of interactive whiteboard into lessons.

As of June 2010, the graduation rate is 57.5%. By August 20.11, we hope to improve the percentage of students graduation by 5.5% so that it will increase to 63%. According to the Progress Report of 2010, a key element that will help RMHS towards addressing the need is to improve the percentage of students earning 10+ credits in the 1st year by 2.5%. To accomplish this task, the Quality Review indicated RMHS needed to help students specifically set academic goals and develop individual plans to achieve these goals. We need to provide parents with information about the goals set for each student and also how to support their children to improve.

There are a number of constraints that will impact addressing in the needs assessment. One is systematizing the process of sharing information from the different teacher teams to address moving the learning of students with disabilities in the cohort along with the general education population. A lever to achieve the percentage increase in the four academic content areas and graduation rate is addressing the needs of students with disabilities. The cohort of 36 requires reaching students of

different learning disabilities, chronic absence, and behavioral issues. This is the first year of instituting teacher teams and will require additional reworking to maximize effectiveness.

Two is the budget constraint, which will increase class size from 28 to 30 for CTE classes and 30 to 34 in the general education classes from loss of teachers. The increased class sizes will compromise the viability of differentiated instruction as it mitigates the type of grouping and cooperative learning set ups that can occur in an orderly, effective manner. Lack of funds will impact the amount of academic intervention services available to students after school or on Saturday. In addition, budgetary constraints compromise the ability of the school to fund upgrading the memory on the hard drives on the computers on wheels (COW) so that teacher's have access to the latest version of software to use the features on their interactive whiteboards, thereby delaying implementation of school wide application of differentiated instruction. Further, the ability to fund double period classes in which there is connection between an academic subject area and a CTE program will be compromised.

A third constraint is getting adequate grant money to help support academic intervention services that address the socio-emotional needs of the students in the following areas: peer mediation and conflict resolution, improvement in PSAT/SAT/ACT examinations, publicizing and implementing post secondary online system to help students plan their academic and career goals and track their post-secondary options will require the acquisition of funds.

A fourth constraint is providing several means to inform parents about the goals set for each student. The method will involve getting parent buy in about digital options along with using hard copy newsletters.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> To improve the percentage of students passing the English Language Arts Regents with a score of 65 or higher. In June 2010, 65% of our students passed the English Language Arts Regents. By June 2011, 75% of our students (150) will pass the ELA Regents with a score of 65 or higher.	Improving graduation rates
<input type="checkbox"/> To improve the percentage of students passing the Integrated Algebra Regents with a score of 65 or higher. In June 2010, 70% of our students passed the Integrated Algebra Regents. By June 2011, 75% of our students (150) will pass the Integrated Algebra Regents with a score of 65 or higher.	Improving graduation rates
<input type="checkbox"/> To improve the percentage of students passing the Living Environment Regents with a score of 65 or higher. In June 2010, 50% of our students passed the Living Environment Regents. By June 2011, 60% of our students (120) will pass the Integrated Algebra Regents with a score of 65 or higher.	Improving graduation rates
<input type="checkbox"/> To improve the percentage of students passing the U. S. History Regents with a score of 65 or higher. In June 2010, 50% of our students passed the U. S. History Regents. By June 2011, 60% of our students (120) will pass the U. S. History Regents with a score of 65 or higher.	Improving graduation rates
<input type="checkbox"/> To improve the graduation rate of our 12 th grade students. In August 2010, our graduation rate was 57.5%. By August 2011, we will improve the percentage of students graduating by 5.5% or 63%.	<input type="checkbox"/> Improving teacher quality and effectiveness

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To improve the percentage of students passing the English Language Arts Regents with a score of 65 or higher. In June 2010, 65% of our students passed the English Language Arts Regents. By June 2011, 75% of our students (150) will pass the ELA Regents with a score of 65 or higher.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>We will focus on incorporating the skills categories from the SAT into the curriculum in order to focus the study efforts and proficiency achievement of students in ELA course work. We will have Regents review classes within the school day to capture those students who failed the ELA Regents. We will use grant money and budget money to establish credit recovery and Saturday Academy for Spring 2011.</p> <p>We will continue the creation, implementation and certification of AVID program for 25 students who perform at level 2 in which 5 students are part of the lowest third. We will implement the use of advisory in the following 2 areas similar to the AVID program in 2011 for under credited-overaged students in the academy and for students with disabilities. The advisory for the academy will be monitored by an assistant Principal, Ralph Guarnieri. The advisor/life skills coach will be Vincent Balestrino. Every week Mr. Guarnieri with Mr. Balestrino will check in with the teachers who are scheduled with the academy block. The assistant principal, Noreen Mullen will supervise Kristin Kenavan the advisor for students with disabilities. Every week Ms. Mullen with Ms. Kenavan will check in with the teachers who are scheduled with the academy block. The indicators for interim progress will occur every two weeks in which Mr. Guarnieri and Ms. Mullen will do outreach to the parents in regard to the progress of their students. This will occur through teachers indicating classroom progress, in school tests, and completion of homework. The projected gains are that out of 40 academy students 5 will be able to gain 7 credits by August 2011 and 5 students with disabilities will be</p>

	<p>able to gain 5 credits by August 2011. The budget will be used to program students into AIS classes. Through professional development periods, via the SBO, the school will train teachers to use ARIS, Filemaker Pro, Data reports: RCOS and RGCS; integration of the Smart Board; intensification of the academic supports within AVID and getting the support of the mandated counselors, school psychologist and guidance counselors to further support the process of using data to inform and differentiate instruction.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> 1. C4Excellence HS, TI Fsf, Title 1 Stimulus O - Assistant Principals 2. TI Fsf, Title 1 Swp - Instructors 3. Ti Mandated, TI Fsf - Counselors 4. TI Sbst - Psychologist 5. TI IEP Paras, TI Section 504 - Paraprofessionals 6. TI Sbst - Clerical Associate 7. TI Parent Coord. - Parent Coordinator 8. TI Fsf - Secretaries</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To improve the percentage of students passing the Integrated Algebra Regents with a score of 65 or higher. In June 2010, 70% of our students passed the Integrated Algebra Regents. By June 2011, 75% of our students (150) will pass the Integrated Algebra Regents with a score of 65 or higher.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>We will focus on incorporating the skills categories from the SAT into the curriculum in order to focus the study efforts and proficiency achievement of students in the Integrated Algebra course work.</p> <p>We will continue the creation, implementation and certification of AVID program for 25 students who perform at level 2 in which 5 students are part of the lowest third.</p> <p>The budget will be used to program students into AIS classes.</p> <p>Through professional development periods, via the SBO, the school will train teachers to use ARIS and Filemaker Pro to further support the process of using data to inform and differentiate instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> 1. C4Excellence HS, TI Fsf, Title 1 Stimulus O - Assistant Principals 2. TI Fsf, Title 1 Swp - Instructors 3. Ti Mandated, TI Fsf - Counselors 4. TI Sbst - Psychologist 5. TI IEP Paras, TI Section 504 - Paraprofessionals 6. TI Sbst - Clerical Associate 7. TI Parent Coord. - Parent Coordinator 8. TI Fsf - Secretaries</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To improve the percentage of students passing the Living Environment Regents with a score of 65 or higher. In June 2010, 50% of our students passed the Living Environment Regents. By June 2011, 60% of our students (120) will pass the Integrated Algebra Regents with a score of 65 or higher.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>We will focus on incorporating the skills categories from the SAT into the curriculum in order to focus the study efforts and proficiency achievement of students in Living Environment course work.</p> <p>We will continue the creation, implementation and certification of AVID program for 25 students who perform at level 2 in which 5 students are part of the lowest third.</p> <p>The budget will be used to program students into AIS classes.</p> <p>Through professional development periods, via the SBO, the school will train teachers to use ARIS and Filemaker Pro to further support the process of using data to inform and differentiate instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. C4Excellence HS, TI Fsf, Title 1 Stimulus O - Assistant Principals 2. TI Fsf, Title 1 Swp -Instructors 3. Ti Mandated, TI Fsf - Counselors 4. TI Sbst - Psychologist 5. TI IEP Paras, TI Section 504 - Paraprofessionals 6. TI Sbst - Clerical Associate 8. TI Fsf - Secretaries
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>To improve the percentage of students passing the U. S. History Regents with a score of 65 or higher. In June 2010, 50% of our students passed the U. S. History Regents. By June 2011, 60% of our students (120) will pass the U. S. History Regents with a score of 65 or higher.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>We will focus on incorporating the skills categories from the SAT into the curriculum in order to focus the study efforts and proficiency achievement of students in U. S. History course work.</p> <p>We will continue the creation, implementation and certification of AVID program for 25 students who perform at level 2 in which 5 students are part of the lowest third.</p> <p>The budget will be used to program students into AIS classes.</p> <p>Through professional development periods, via the SBO, the school will train teachers to use ARIS and Filemaker Pro to further support the process of using data to inform and differentiate instruction.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. C4Excellence HS, TI Fsf, Title 1 Stimulus O - Assistant Principals 2. TI Fsf, Title 1 Swp -Instructors 3. Ti Mandated, TI Fsf - Counselors 4. TI Sbst - Psychologist 5. TI IEP Paras, TI Section 504 - Paraprofessionals 6. TI Sbst - Clerical Associate 8. TI Fsf - Secretaries
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>To improve the graduation rate of our 12th grade students. In August 2010, our graduation rate was 57.5%. By August 2011, we will improve the percentage of students graduating by 5.5% or 63%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>We will focus on incorporating the skills categories from the SAT into the curriculum in order to focus the study efforts and proficiency achievement of students in U. S. History course work. We will continue the creation, implementation and certification of AVID program for 25 students who perform at level 2 in which 5 students are part of the lowest third. The budget will be used to program students into AIS classes. Through professional development periods, via the SBO, the school will train teachers to use ARIS and Filemaker Pro to further support the process of using data to inform and differentiate instruction.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. C4Excellence HS, TI Fsf, Title 1 Stimulus O - Assistant Principals 2. TI Fsf, Title 1 Swp -Instructors 3. Ti Mandated, TI Fsf - Counselors 4. TI Sbst - Psychologist 5. TI IEP Paras, TI Section 504 - Paraprofessionals 6. TI Sbst - Clerical Associate 8. TI Fsf - Secretaries
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9		175	175		32	4		
10					40	2		
11		52			51	1		
12					37	1		

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Small Group Tutoring in ELA. There will be Regents review classes as well as Saturday Academy. In addition, the AVID classes will receive tutoring in the fall from Wagner College students and in the spring from St. John's University college students. In addition, tutoring will be provided by McKee After 3, which is the after school program from New York City Center for Interpersonal Development (NYCCID).
Mathematics:	<input type="checkbox"/> <input type="checkbox"/> All 9 th grade classes will receive an alternating period of instruction with the Living Environment class (3-2 split). On day 1 a student will have 90 minutes of math and 45 minutes of Living Environment. On day 2 a student will have 90 minutes of Living Environment and 45 minutes of math. Teachers utilize the workshop model and differentiated instruction to raise student achievement. Small Group Tutoring in Mathematics. There will be Regents review classes as well as Saturday Academy. In addition, the AVID classes will receive tutoring in the fall from Wagner College students and in the spring from St. John's University college students. In addition, tutoring will be provided by McKee After 3, which is the after school program from New York City Center for Interpersonal Development (NYCCID).
Science:	<input type="checkbox"/> <input type="checkbox"/> All 9 th grade classes are will receive an alternating period of instruction with the Living Environment class (3-2 split). On day 1 a student will have 90 minutes of math and 45 minutes of Living Environment. On day 2 a student will have 90 minutes of Living Environment and 45 minutes of math. Teachers utilize the workshop model and differentiated instruction to raise student achievement. Small Group Tutoring in Science. There will be Regents review classes as well as Saturday Academy. In addition, the AVID classes will receive tutoring in the fall from Wagner College students and in the spring from St. John's University college students. In addition, tutoring will be provided by McKee After 3, which is the after school program from New York City Center for Interpersonal Development (NYCCID).

Social Studies:	<input type="checkbox"/> Small Group tutoring in Social Studies. There will be Regents review classes as well as Saturday Academy. In addition, the AVID classes will receive tutoring in the fall from Wagner College students and in the spring from St. John's University college students. In addition, tutoring will be provided by McKee After 3, which is the after school program from New York City Center for Interpersonal Development (NYCCID).
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <input type="checkbox"/> Guidance Counselor will conduct parent meetings to inform parents/guardians of the requirements necessary for graduation. They will meet with students on an individual basis to determine appropriate "at-risk" services needed. Class presentations will be presented by the Guidance Counselors for each grade level. The Pupil Personnel Team under the guidance of the Supervisor of Pupil Personnel Services, Kathleen Eberlein, will hold monthly meetings for at-risk students. Attendance meetings will be conducted on a monthly basis under the guidance of the Assistant Principal Administration, Agron Velija. Acknowledgement of student progress and achievement will happen 4 times in the fall and 4 times in the spring known as "Student of the Month." The honor roll and the merit roll will be posted by the Principal's Office. Certificates will be distributed during 3rd period for exemplary attendance. Through the Data Inquiry Team and teacher team meetings and AVID meetings, teachers will pin-point areas in which students need assistance by sharing practices and information about student behavior and work progress.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The school psychologist serves on the SAT and completes all mandated testing for students identified by the Pupil Personnel Team as being "at-risk."
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> As an "on-call" school, we do not have at-risk services provided by the SAT social worker. At-risk counseling is provided by either the guidance counselor or related service provider.
At-risk Health-related Services:	<input type="checkbox"/> Health as a related service is offered during the school day as needed to all students.

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

NCLB/SED requirement for all schools

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

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.

Section I. Student and School Information.

Grade Level(s)

29

Number of Students to be Served:

LEP 0

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) 0

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.

□

Our Program

The ESL classes provide services to all entitled students using both the traditional devoted CR Part 154 model and the push-in model as well.

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

Beginner – (includes literacy level) has one general E.S.L. class and two E.S.L. “workshop” classes that focus on listening/speaking and reading/writing. These classes meet 3 times a day, every day. This Spring, in preparation for the US History Regents examination in June, 2011, we will transition to 2 ESL classes PLUS one Push In class via US History- the most challenging exam and class for our ELLs.

Intermediate – students receive two class units per day focusing on listening/speaking and reading/writing. Both are traditional ESL classes.

Advanced – E.S.L. students take one E.L.A. general education literature based course and one E.S.L. workshop class.

Teachers and administrators will work diligently to ensure that the Beginners, Intermediates, and Advanced students achieve one level of proficiency per year.

Teachers use a variety of methods, including scaffolding, graphic organizers, dialogues, journals, portfolio assessments, schema building, visuals, reflective charts, and contextualization, to insure optimum learning.

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

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

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

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

A high number of ELL students are not sitting for the Global History and US History Regents examinations. This trend must end if we are to be able to push these ELLs into the sphere of success. A coordinated outreach with Guidance to family members and ELLs will take place immediately so as to combat this problematic outlier in the data. ELL periodic assessments are used to help teachers identify student

strengths and weaknesses. This year we will hold detailed professional development meetings regarding the best ways to identify at risk ELLs and ensure their success on the NYSESLAT exam.

We are entertaining curriculum possibilities of linking US History and Citizenship in ESL classes. We are exploring the possibility of Native Language Arts through Title III funding.

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

We will once again provide Native Language Arts in the Spring of 2011 to help provide innovative instruction in Native Language Arts and additional support services across the disciplines. Additionally, we will be expanding our Rosetta Stone ELL Program in our new Mac Lab which we purchased via a grant from the Staten Island Foundation. Here, students will embark upon the exciting acquisition of English using industry standard technology. Due to budgetary cuts, we were unable to offer NLA in the fall semester. We look forward to offering it again in the Spring via Title III monies

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

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

and Tamil

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

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

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

We are entertaining curriculum possibilities of linking US History and Citizenship in ESL classes. We are exploring the possibility of Native Language Arts through Title III funding.

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

English, Special Education and Foreign Language Teachers will participate in full-day offsite professional development sessions which include topics such as E.S.L. in the content areas, the New York State Regents examinations, applied learning standards and lesson planning

that includes E.L.L. students and literature-based instruction for the English language development and E.L.L. apprenticeship for high schools via QTEL training.

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

Title III Needs

The Creation of a Native Language Arts Program

All students at the beginner, intermediate and advanced levels will be invited to participate in the program.

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

In this class, scheduled to begin in Spring of 2011, Ms. Sievers, our licensed ESL teacher will work with our 25 Spanish Speaking ELLs to discover nuances in Spanish culture and literature via standards based lessons culminating in the successful completion of the Spanish Regents with the majority of students passing with a 65 or higher. Students will meet for 57 sessions during period 10 in room 427.

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

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

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

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

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

Parent Involvement

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

Additional topics may include but are not limited to:

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

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

Tentative Schedule

- October 30, 2009
- November 13, 2009 *with Guidance Counselor
- December 16, 2009
- February 5, 2010
- March 19, 2010 *with Guidance Counselor
- April 16, 2010

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

Materials and Supplies

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

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

Section III. Title III Budget

School: R31
 BEDS Code: 353100011600

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 11,720.20	<input type="checkbox"/> Native Language Arts (Teachers)* (Sessions)* (hours)* (rate) = (1) (57) (57) (\$49.89)* <div style="text-align: right;">= \$2843.73</div> (Administrator)* (Sessions)* (hours)* (rate) = (1) (57) (57) (\$52.21)* <div style="text-align: right;">= \$3260.97</div> Subtotal: \$6104.70 ESL Tutoring Initiative (Teachers)* (Sessions)* (hours)* (rate) = (1) (55) (55) (\$49.89)* <div style="text-align: right;">= \$2743.95</div> (Administrator)* (Sessions)* (hours)* (rate) = (1) (57) (57) (\$52.21)*

		= \$2871.55
		Subtotal: \$5,615.50
Purchased services - High quality staff and curriculum development contracts	\$675	<input type="checkbox"/> Apple 1 to 1 Training \$200 QTEL Strategies \$475
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1279.72	<input type="checkbox"/> Reading Comprehension, Writing Skills and Problem Solving books, thesauruses, Word to Word Dictionaries Native Language Arts Libraries, chart paper, certificates, markers and other supplies. Audio Visual Equipment such as computer speakers and a projection screen
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$358,267	0	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,581		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,914	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$34,174	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
95%

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.

Teachers will be given the opportunity to use these funds to supplement educational initiatives for purposes that coincide with Title I regulations to meet our goals. This program will help teachers certified in a non-shortage area to obtain certification in a subject area that is deemed a shortage area. Teachers will be offered the use of the online HOUSSE System, after completion of the BEDS survey, to demonstrate subject matter competency through HQ flexibility. A continuing focus will be on the recruitment of teachers in traditional shortage area subjects. Teachers will be assisted in matters relating to expiring certification through referral to one-on-one counseling sessions with certification specialists at the CFN.

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

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

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

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

I. General Expectations

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In addition to informing general education and ELL parents about online options through the McKee website which is able to be translated in over 20 languages, we also have the PTA Newsletter which is also translated into the primary ELL language, Spanish. Parent-teacher meetings are backpacked as well as indicated on the school calendar on the school website and in the PTA Newsletter.
- 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

- New York City Interpersonal Development (“McKee After 3”).
- New York Urban League in association with NAACP’s Staten Island Education Committee college awareness program will help co-sponsor college trips for students as well as the college fair which will occur on January 29, 2011.
- Parents will also have explanations on how the school prepares students for state assessments such as the RCTs and Regents. Parents will also receive information about the new online software, Naviance, and how the parents will be able to monitor the secondary and post-secondary plans of their children.

- <http://wwwmckeecths.org>, school scholarship blog: <http://rmhs5blogspot.com>, scholarship information: <http://mckeemoney.blogspot.com>, and teacher and parent instructional information: <http://rmhs-projects.wikispaces.com>; <http://mshenry2.wikispaces.com>.

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:

- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team ("SLT") and the Parent Teacher Association ("PTA"). This policy was adopted by the Ralph R. McKee Career and Technical High School Fall 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2010.

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

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

School-Parent Compact:

Ralph R. McKee Career and Technical High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

- Mail post cards and notification letters.
- Use Phone Master.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: N/A
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way through monthly parent-teacher meetings.

- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way through monthly School Leadership Team meetings.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring use of internet.
- Volunteering.
- Chaperoning trips.
- Participating, as appropriate, in decisions relating to my children's education through the PTA and SLT.
- Promoting positive use of my child's extracurricular time.
- www.rmhs5.blogspot.com, <http://www.mckeemoney.blogspot.com/>, <http://www.mckeeecths.org/>, or the school district either received by my child or by mail and responding, as appropriate. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Attend monthly PTA meetings and special events committees.
- Do homework projects and all tasks every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Gain mastery in academic, social, workforce and employability skills.

- Attend all college preparation workshops and use the material.
- Attend State mandated assessments, PSAT/SAT and ACT preparation classes.

Parent(s) Student

Date

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

- a) Comprehensive needs assessment from section 4. See Section 4 CEP. In a SWP school we use Title I funds in conjunction with all funding to supplement and support the needs of our students. The students in our subgroups continue to do well and we want to continue to do well with our subgroups of Blacks, Hispanics, and economically disadvantaged students. We must and will continue to meet their needs to maintain their excellent performance. For a comprehensive and in depth analysis, please refer to pages 10-15.

2. Schoolwide reform strategies that:

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

Our low academic achieving students will have the opportunity to also take advantage of circular 6 assignments in which tutoring and one on one intervention will focus on their needs as well as being a part of the AVID Program.

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

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

Please refer to answer 2A.

- o Help provide an enriched and accelerated curriculum.
 - Please refer to answer 2A.

- o Meet the educational needs of historically underserved populations.
 - Please refer to answer 2A.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Please refer to answer 2A.

- o Are consistent with and are designed to implement State and local improvement, if any.
 - Please refer to answer 2A.

3. Instruction by highly qualified staff.

- Only teachers who are certified and have completed one (1) year of teaching will be hired. They will participate in an interview process which involves a demonstration lesson in front of a classroom. All teachers will be certified in their content areas. In addition, there will be use of the Open Market, Job Fair and High School Network and Personnel Office.

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

- Our staff members will be given a variety of staff development opportunities to attend during these days.

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

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

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

- The Parent Association and the PTA will have regularly scheduled meetings to use as forum to interact with parents. Our parent coordinator will schedule activities for outreach so that we may develop a greater relationship with the parents of our community. We will also use open school night and afternoon, our parent notification system, and regular mailings to create a stronger bond with parents. For a more detailed outline please refer to pages 47, 49, and 57 - 58.
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - N/A
- 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Through the McKee High School Data Inquiry Team along with the subject specific department conferences, teachers will be able to both inform their instruction and the selection of skills, sub-skills, learning targets, curriculum, reevaluation and timely revision process. This information will be used as data along with the SLT and assessment team to guide overall instruction.
 - 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- Specified assessments will be used to identify students who are in need of academic intervention and they will be supplied with support programs as per the need of the student. For a more comprehensive outline see pages 19 – 37 and 53 – 58.
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - McKee High School intends to co-mingle federal, state and local resources to provide academic-intervention services to all students in the areas of literacy, math, science, and social studies. Additionally, we will use funds to provide professional development in the areas of classroom management, literacy, math strategies and techniques to purchase supplemental instructional materials to support the needs of our students, core curriculum resources, online resources to improve academic and behavioral outcomes, and to involve parents in the teaching learning process, as well as, decision making process.

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

Explanation/Background:

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

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

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

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

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

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

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		

¹**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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

4

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

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

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_31R600_021511-081313.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 31	School Number 600	School Name McKee
Principal Sharon Henry	Assistant Principal Noreen Mullen		
Coach n/a	Coach n/a		
Teacher/Subject Area Ms. Ruano, ESL	Guidance Counselor Ms. Dimare/Ms. Ippolito		
Teacher/Subject Area Ms. K Siever, ESL	Parent n/a		
Teacher/Subject Area Ms. M. Lorrainza (Spanish)	Parent Coordinator Mary Mcvey		
Related Service Provider Special Education Team	Other n/a		
Network Leader Karen Ditolla	Other		

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

C. School Demographics

Total Number of Students in School	748	Total Number of ELLs	34	ELLs as Share of Total Student Population (%)	4.55%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Identification Process

1. Pupil Accounting secretary, Ms. Assenso is to notify Ms. Mullen A.P of the arrival of any potential ELL family wishing to register at McKee High school. Families attend a mandatory meeting where they are welcomed by Ms. Mullen, A.P, Ms. Sievers, Ms. Ruano, ESL teachers and Ms. Dimare or Ms. Ippolito, Guidance Counselor. Attendance is recorded at the meeting. Ms. Sievers certified ESL teacher administers all Home Language Surveys. Families and certified ELL pedagogues, either Ms. Sievers or Ms. Ruano have an informal meeting to establish the student's dominant language. During the informal meeting, conducted in both the native language and English, parents are engaged in the parent's home language and the student is asked to read a passage from the text,_____. The student is also shown visuals and asked to describe/respond to these visuals both orally and in writing, in English. If it is concluded by the pedagogues on the ELL team that the student's dominant language is other than English, the LAB- R examination is administered by Ms. Sievers, certified ESL teacher. Staff translators are available to help explain the process to parents. Staff translators are available in Spanish and Arabic. The pre dominant home language of ELL families at McKee are Spanish and Arabic. If another language is required a DOE translator is contacted.

The Lab R examination is scored by Ms. Ms. Sievers/Ms. Ruano and they identify the student's English language proficiency Ms. Sievers, ESL teacher or Ms. Mullen A.P. hand deliver the Lab R Assessment to Assessment Implementation Director.

Evaluation of ELL students using NYSESLAT: HOW DOES THE SCHOOL Prepare for the NYESLAT

In the ESL Classes, students are prepared for the NYSESLAT by a certified ESL teacher.

Steps taken to annually evaluate ELLs using NYSESLAT data begins with a focus of the ELL component of the Data Inquiry Team. Both Ms. Ruano and Ms. Sievers, ESL teachers and Ms. Mullen, A.P. are members of the Data Inquiry Team. The following data is studied by the team and used as a formative assessment for the present school year.

- Analysis of student performance on NYSESLAT (modalities)
- Student's history of past scholarship
- Attendance
- Student's learning style (auditory, kinesthetic, visual determined through learning style inventory)

Student progress is closely monitored by the ELL Data Inquiry Team at monthly meetings. Interventions such as Achieve 3000, use of rubrics, visuals, graphic organizers, AVID learning strategies, word webs, push in model in spring term, after school tutoring and NLA after school program are provided for students.

2.

ELL families new to the New York school system are shown the Department of Education's DVD per the EPIC Toolkit, in their home language. During this meeting/interview a certified ESL pedagogue is present. This interview/meeting occurs as soon as the ELL family comes to the building. Staff translators are available to assist in explaining the process to parents. Staff translators in Spanish and

Arabic are available. If needed, NYCDOE translation services are used. The meeting is held in room 415, where a projection screen and computer are available. Attendance is taken.

The parent is given the Parent Survey and Program Selection Form. When completed, a copy is given to Ms. Mullen and the documents are placed in a binder and in the student's folder.

At this time, parents are also given a copy of all of the following information:

- the dates of important ELL meetings for the year
- Important test dates for the year
- ELL tutoring schedule for the year

3. Continued Entitlement Letters, translated into the home language are distributed to ELL families currently being served in the following ways

- Mailed to the home every semester
- ELL Parent teacher conference (attached to the report card in the home language)in the fall and spring
- ELL Parent Meetings are held several times each semester.
- Parent Coordinator, Mary McVey mails letter inviting ELL families to the ELL parent meetings
- Parent Coordinator also uses School messenger to invite ELL families to the meetings 6-7 times each year.
- ELL Family Meetings for the Fall 2010 term are
 - October 28, 2010 5:00-6:00pm
 - October 29, 2010 3:00-4:00pm
 - December 13, 2010 1:00-2:00pm
 - January 29, 2011, 10:00-11:00

• Spring dates:

- March 15, 2011 9:00-10:00am
- April 28, 2011 5:00-6:00pm

- Parent Survey and Selection Forms are mailed to the homes of ELL families and backpacked home as well.
- Students are given extra credit for returning the forms.
- Mary McVey, Parent Coordinator notifies Ms. Mullen, A.P if any ELL family enters the building. Ms. Mullen ensures that ELL teacher meets with families and entitlement letters, surveys and forms are provided. Staff translators are provided or NYCDOE Interpretation services are utilized via phone conference.

4. Placement of identified ELL Students

According to the Language Proficiency Levels indicated in the LAB-R examination, students are placed in one of three levels of McKee High School's free standing ESL program

The Lab-r Results and the level of placement in the freestanding ESL program (Beginner, Intermediate, and Advanced) are explained to the parent in their home language by Certified ELL teacher, Ms. Ruano/Ms. Sievers, with a staff translator, or NYCDOE translator. ELL students entering McKee High School from another NYC public school are placed in the ESL instructional program as per the level of proficiency on the NYSESLAT.

5. Parent Survey and Selection Form

The return rate for Parent Survey and Selection Forms is extremely low. The trend is that few parents do not return the Parent Survey and Selection Forms. Prior to 2010-2011 school year, Mary McVey, Parent coordinator and former Assistant Principal were responsible for the return of the Parent Survey and Selection Forms

6. In order to ensure that our program models are aligned with Parent Survey Forms the number of forms returned must increase. Ms. Mullen, A.P. and Parent Coordinator, Mary McVey will work with the ELL teachers, Ms. Sievers and Ms Ruano to contact the homes of the ELL families through School Messenger, letters mailed and backpacked home inviting parents to the school for informational meetings. ESL teachers will continue to offer extra credit to the students for returning the Parent Survey and selection forms which are backpacked in the home language. Morning, evening, afternoon and Saturdays meeting times will be offered to parents. In the Spring term a Family Literacy Night will be offered and ELL parents will be invited to attend with their child. This is in addition to the parent meetings. Provisions will be made for younger siblings (computer games and high school students reading to younger siblings.) In addition to the ongoing efforts to engage parents to attend informational meetings, McKee High School is consulting with Curtis High School presently working with the The Consulate of New Mexico in New York . McKee would like to collaborate with the consulate as well to engage ELL parents to come to school.

Two of the ELL parents have returned program selection forms this year. At this time , the Freestanding ESL Program is aligned with parent requests. However, if the return rate of parent selection forms does not increase and or ultimately is not aligned with the Freestanding ESL program offered at the school, the school must prepare to offer TBE program . Ms. Mullen, AP is presently, reaching out to other NYC schools to learn about Bilingual Programs offered. Additionally, Ms. Mullen will attend professional development offered by the OELLs, Bilingualism: Aiming Higher, offered on April 1, 2011 at Laguardia Sheraton.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	19

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6	0	1	9	0	3	19	0	10	34
Total	6	0	1	9	0	3	19	0	10	34

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
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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										10	7	6	5	28
Chinese										1				1
Russian														0
Bengali														0
Urdu										1				1
Arabic											2			2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish										1				1
Albanian														0
Other										1				1
TOTAL	0	0	0	0	0	0	0	0	0	14	9	6	5	34

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.

Programming and Scheduling:

1. a) McKee High School offers a freestanding ESL program. There are three levels in the program. Students are grouped homogeneously according to Language proficiency level. Models consist of Self-Contained and Push in (spring term). Ms. Ruano, ESL teacher and Mr. Ringer Math teacher push in for one period daily to prepare students for the Integrated Algebra Regents. Students are grouped homegeneously according to Language Proficiency Level
 - Beginner: includes literacy level and has one general ESL class and two workshop classes that focus on listening/speaking and reading/writing. The beginner level class meets three times a day, every day.
Instructional time: Each class period is 43 minutes. Students receive the mandated number of instructional minutes.
 - Intermediate: includes two class periods a day focusing on listening/speaking, reading/writing. Both are traditional ESL classes.
instructional time: Each class period is 43 minutes. Students receive the mandated number of instructional minutes.
 - Advanced: includes one E.L.A general education literature based course and ESL workshop class.
Instructional Time: Each class period is 43 minutes. Students receive the mandated number of instructional minutes in ELL and ELA instruction.

ESL teachers use a standards based cross cultural format. Instructional adaptations are made according to the needs of the students. Teachers use instructional methods inclusive of scaffolding, activating and building schema, graphic organizers, dialogue, visuals, journals, audio books, portfolio assessment, contextualization. Instructors also use the mini- lessons, direct instruction incorporating the VVgosky Model. Instruction is differentiated based on learning style, readiness, and interest. Content is made more comprehensible and accessible to all ELL students through Native Language Arts Instruction and the use of audio and visual tools.

3) ESL teachers work with subject area texts and use scaffolding and visuals to promote content understanding. ESL teachers also consult with content area teachers to target instruction in content area skills and knowledge areas where ESL students are not proficient. ESL teachers also presently evaluating Pearson ESL content area texts for use with in the program model.

Differentiated Instruction for ELL students

a) Currently, McKee has 1 SIFE student. Procedures and practices in place to meet the language acquisition needs of potential SIFE students are daily ESL instruction, Rosetta Stone English software and additional tutoring on Mondays and Wednesdays from 3:00-4:00pm. Additionally, bilingual dictionaries and thesauruses are available.

b) Periodic assessments such as ACUITY and performance series are used to monitor ELL progress in relation to the ELA Regents exam for new ELL students. Additionally, ESL teachers are trained in and utilize effective strategies used to prepare students for the ELA examination

ELL students who have passed the NYSESLAT examination are carefully monitored in terms of academic progress by the Guidance Counselor (Ms. Dimare or Ms. Ippolito) and Ms. Mullen, A.P. to ensure that the academic needs of the former ELL student is met. Progress reports from teachers are submitted to counselor and AP and report cards are monitored. Additionally, McKee continues the testing modifications for three years during this translational phase. Targeted interventions are provided for students, bases on the data from progress reports and consultation with content area teachers. All programs are offered in English with prescriptive support in Spanish as needed. Title III porgrams offers the opportunity for students to go on trips for students to build community awareness and practical application of English Language Skills.

c) Presently, there are 19 Long-Term ELL students. There are 9 ELL students receiving 4-6 years of service and 19 long term ELL students (more than 6 years). ESL teachers utilize daily formative assessment to provide targeted instruction to improve language acquisition skills. Additionally, analysis of former NYSESLAT modality performances are completed by ESL teacher and skill deficiencies in listening/speaking reading /writing are identified and targeted. ESL teachers use all intervention strategies available (graphic organizers, word webs, visuals, Mac Lab, audio books, AVID learning strategies) to promote language proficiency. Insturction is differentiated based on ELL Subrgroups with the class as necessary.

Spring terms differentiated instruction will focus on reading comprehension skills in the form of book groups, with each student receiving a role based on readiness or lerning style.

c) Presently, there are 14 special education ELL students.10 of these students are Long Terms ELL students. Long term (4-6 years) are programmed for small group instruction. ESL methodologies are used to create integrated classroom curricula. Instruction will focus on reading writing speaking and listening. Methods and strategies are used to promote language development and build critical thinking skills. Long term ELL students are required to attend after school Nartive Language Arts Program.

X coded students are identified by the ELL Data Inquiry Team and offered tutoring and push in (ESL teacher in the Spring)) for NYSESLAT preparation.

ions 1-4 here

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

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

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

Paste response to questions 5-14 here

5) Targeted interventions for ELL students in ELA and other content areas include after school tutoring with certified ESL teacher utilizing Pearson content area texts (presently being evaluated for purchase) in the content areas to assist students in preparing for the US History regents examination as well as the Living Environment Regents. Teacher will work on vocabulary for the content area utilizing visuals, word webs, AVID learning strategies and Achieve 3000 Differentiated Learning Program. Additionally, the ESL teacher will push in to the US History class in the Spring semester to provide targeted support for ELL students who will sit for the US History Regents. The interventions will be offered in English and Spanish by the ESL teacher. Staff translators will be utilized strategically by the ESL teacher to promote student understanding

6) Transitional ELL students who have achieved proficiency on the NYSESLAT receive transitional support through supplementary instruction after school on Monday and Wednesdays. Support will focus on listening/speaking/reading/ writing and test prep for the ELA Regents Examination. College Now Classes are also offered through the English, Science and Math programs aligned with Kingsborough Community College. Content Area teachers will receive instruction in ELL and literacy strategies at PDP sessions, and faculty conferences. Transitional students also receive extended time for all state examinations Guidance counselors also monitor the progress of Transitional students, in order to ensure that interventions and supports are provided as needed.

7-10 Instructional materials being used this year include Achieve 3000, web based differentiated reading program, Scope and Action Magazine (weekly publications from Scholastic Step by Step Writing,

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)?

Paste response to questions 1-5 here

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.

Professional Development

1) ESL teachers and content area teachers will receive professional development to ensure that they learn instructional strategies that will promote ESL proficiency in the content areas and on New York State Regents Examination. This professional development will be both in house at PDP sessions and off site full day development.

Professional Development Planned for the Fall term is AVID Path training for science content area teachers and PD on November 2nd offered by Office of Language Learners. Professional Development offered by the Office of English Language Learners will be monitored and ESL teachers/ content area teachers will participate. Ms. Sievers and Ms. Ruano, ESL teachers will attend SMART Board training and Professional Development (2 sessions) for using the Achieve 3000 Differentiated REading Program in the ESL classroom.

Ms. Sievers ESL teacher attended Digital Story Telling BETAC. Ms. Mullen , A.P. is attending Bilingualism Aiming Higher on March 10, 2011 at Laguardia Sheraton Hotel.

ESL teachers are preparing units on Rubicon Atlas for the Core Curriculum for ESL students.

2) N/A

3) Title III Professional Development Program will focus on providing teachers the knowledge, skills and strategies to infuse ESL strategies into the content area. Teachers will also receive instruction on how to analyze data to drive instruction. Content area teachers will be trained to use ARIS filters to identify and analyze the data(NYSESLAT, ELA, Math) of ELL students in their classes.

Participating teachers will receive five sessions of 2 hours of professional development workshops after school from 3:00-5:00pm. The following is a projected format for staff development

Study group PD session:

1. Analyzing Data to Drive Instruction (Acuity, NYSESLAT, ELA, Math)
2. Identifying Learning Styles of the ESL student (educationplanner.org)
3. Infusing ESL strategies across the content areas
4. AVID Learning Strategies
5. Strategies to strengthen students skills and performance on state tests.

E. Parental Involvement

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

Paste response to questions 1-4 here

Parent/Guardians of English Language Learners at McKee High School are invited to parent workshops with translators available. Tentative topics for the parent workshops are:

- How to support your child as a learner
- Becoming Familiar with the NYC Public School System and State wide assessment
- How to Interpret Citywide and Statewide Assessments
- The Components of the NYSESLAT
- End of Program Celebration
- * Your student's progress on Achieve 3000 Differentiated Reading Instruction

Needs of ELL parents are to build a trusting relationship with the school that welcomes them to be partners in the education of their children

The Workshops will assist parents in talking an active part in the child's learning and education. These topics will help parents to support student achievement and help to build a strong and trusting relationship with the school.

Parent Workshops will be facilitated by the Assistant Principal, Parent Coordinator, ESL teacher, Guidance Counselors and translators.

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		2
Intermediate(I)										4	4	4	3	15
Advanced (A)										9	4	2	2	17
Total	0	0	0	0	0	0	0	0	0	14	8	7	5	34

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I										2	2	4	1
	A										3	2		
	P										8	4	3	4
READING/ WRITING	B										2		1	
	I										4	4	4	3
	A										8	4	2	2
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
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									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7		2	
Math	11		4	
Math				
Biology				
Chemistry	1		0	
Earth Science	7		0	
Living Environment	13		1	
Physics				
Global History and Geography	5		1	
US History and	18		2	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language		5		4
Other <u>Spanish</u>				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questionAssessment

1. Ell students will take the NYCDOe's free on line literacy program, Scantron Performance Plus to identify both strengths and weaknesses in literacy. Based upon the data, teachers can then differentiate instruction focusing on strategies to strengthen skills such as decoding, inference making and recall.

2.The modalities pattern indicates that ESL teachers and the content area teachers need to focus on strateacies to strenathen the reading and writing skills of ESL students. Based on this data pattern, the differentiated reading

shared with the ESL teachers. U. S. History and Science content area teachers will be asked to compile a vocabulary list for department exams.

Tutoring in the content areas will also be available after school for ELL students.

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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10

	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Ralph R. McKee Career and Technical Education High					
District:	31	DBN:	31R600	School	353100011600	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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		86.7	88.6	86.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	263	266	241				
Grade 10	213	211	199				
Grade 11	128	128	144				
Grade 12	116	117	135				
Ungraded	19	31	22				
Total	739	753	741				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.3	95.7	96.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	41.2	64.0	63.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	8	12	15

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	5	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	106	101	90	Principal Suspensions	154	233	233
# in Collaborative Team Teaching (CTT) Classes	12	18	28	Superintendent Suspensions	15	12	16
Number all others	79	79	84				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	505	668
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	61	53	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	31	30	18
# receiving ESL services only	31	17	TBD				
# ELLs with IEPs	6	12	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	3	2	15

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
	48	36	125	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.4	85.7	86.0
				% more than 5 years teaching anywhere	62.5	71.4	78.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	86.0	82.0	90.0
American Indian or Alaska Native	0.0	0.3	0.1		87.0	90.2	88.3
Black or African American	39.8	42.6	40.4				
Hispanic or Latino	30.9	29.2	32.8				
Asian or Native Hawaiian/Other Pacific	5.0	4.5	4.9				
White	22.9	21.2	21.9				
Male	68.3	70.7	70.2				
Female	31.7	29.3	29.8				

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

SURR School (Yes/No)		If yes,					
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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:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	62
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	76	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	18.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	43.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
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