



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ DR. SUSAN S. MCKINNEY SECONDARY SCHOOL OF THE ARTS _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 13K265 _____

PRINCIPAL: _____ PAULA HOLMES _____ **EMAIL:** _____ PHOLMES@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ KAREN WATTS _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Paula Holmes	*Principal or Designee	
Jerrick Rutherford	*UFT Chapter Leader or Designee	
Moya Heyward	*PA/PTA President or Designated Co-President	
Louise Hallett Randall	DC 37 Representative, if applicable	
Samantha Lopez Amira Lambright	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Valerie Trimble	Member/Parent	
Carmen Lambright	Member/Parent	
Carmen Vargas	Member/Parent	
Melody Reyes	Member/Parent	
Angelica Silva	Member/Parent	
Juanita Briggs	Member/ School Safety Level III	
Kenya Mabry	Member/Teacher	
Zakiya Harris	Member/Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, our Hispanic and Latino subgroup's performance on the ELA Regents will increase by 10% as evidenced by Regents results, and citywide assessments.

Comprehensive needs assessment

This is a priority area for improving student performance based on our school's 2010-2011 progress report and report card whereby focus will be given to our Hispanic and Latino students whose overall performance falls behind the other sub-groups in literacy and math. Additional review of ARIS, Periodic Assessment results and in-house testing support the need for more systemic strategies for sub-groups falling below level 2. Failure to meet the annual yearly progress target in addition to the gaps between targeted student performance were the identified needs responsible for generating this goal.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Engage 100% of the staff by June 2012 in teams looking closely at student work to understand gaps between current student performances and Common Core State Standards demands.
 - b) School wide book study of Focus (Michael Schmoker) to improve instructional strategies, weekly department meetings in which teachers look at assessments and student work, professional development in the analysis of Common Core Standards Performance Tasks, and professional development meetings in which teachers craft their own ELA performance tasks using the Common Core Standards as a model.
 - c) Lead teachers, administrators, department chairpersons, CFN 112 network leaders are instrumental in implementing and evaluating instructional practices for improved student work performance.
 - d) Lead teachers and department chairs have bi-weekly meeting with the Principal to discuss, plan and roll out instructional mandates.
 - e) The timeline for implementation is ongoing.
 - f) Provide intensive ongoing weekly professional development for teachers in specialized strategies to meet the needs of our students by the Lead Teachers and Department Chairs, Assistant Principal, and AIS grade level staff.

Strategies to increase parental involvement

- Provide data base of materials across content and grade levels to support parents with looking at the work students are required to complete based on state mandates and expectations.
- Provide parent activities at various times, AM workshops, evening and weekend times to meet the needs of parents (using our community service students as child care providers where needed)
- Utilize the support of Partnership for Children, Inc. to assist in planning ongoing parent workshops
- Increase parent school relationships through collaborative use of Teacher Ease which affords parents an opportunity to communicate with their child's teacher and to access immediate achievement information per individual class teacher.
- Increase the participation on the SLT, PAC, & monthly Parent Academy meetings
- Provide ongoing training and assistance in the use of ARIS, Teacher Ease.
- Advertise events on the DOE web and McKinney's web page so that all stakeholders have another vehicle for student/parent activities, updated information and curriculum components.

- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Parent Coordinator serves as liaison between the school and families.
- Parent Coordinator provides parent workshop based on the assessed needs of the parents of children who attend our school.
- Parents are provided opportunities to help them understand the accountability system through the use of the Parent ARIS Room, where computer(s) are always available to parents and parent coordinator has 1:1 meetings with parents.
- Parent meetings are scheduled with flexible times to be able to reach and include all parents.
- All school documents sent home are translated and interpretation during meetings and events are provided.
- School hosts educational family events/activities during Parent-Teacher Conferences.
- Parent Resource Center (ARIS Room) has a lending library inclusive of instructional materials for parents.
- Parents are encouraged to become trained school volunteers.
- Parents are provided on-going written and verbal progress reports to keep them informed of their children's progress.
- Parents receive a monthly calendar so that they are kept up-to-date on all school activities, workshops, and initiatives.
- Parents are notified and informed of the procedures to arrange an appointment with their child's teacher or other school staff members.

Strategies for attracting Highly Qualified Teachers (HQT)

- The strategies used to ensure that current staff become highly qualified to achieve this goal include:
In house professional development on Common Core Standards and best instructional practices
Lab site workshops throughout the region and cohort
Title I funding as an opportunity for teachers to complete their professional degrees / certifications.
- Over 95% of our teachers are Highly Qualified.
- Teachers who are not already Highly Qualified are working to become highly qualified by taking appropriate coursework and exams.
- Payroll Secretary works closely with the Network to follow up in ensuring that non-HQT meet all required documentation and assessment deadlines.
- Any new hires are being screened for these qualifications.
- Mentors and buddy teachers are assigned to teachers that are not highly qualified.
- On-going PD for all teachers.

Service and program coordination

- All additional programs that supplement the programming of our school incorporate the universal design approach to engage all learners, including students with disabilities and ELLs. Other programs used to enhance literacy across content areas and across grade levels include:
Partnership With Children- Environmental Group, Project Male, Girls Group, Newspaper Club, Regents Preparation, AP Preparation

Budget and resources alignment

- McKinney is a Title I SWP school and we have opted to become a conceptually consolidated school. All programs and activities planned above will be funded via TL Fair Student Funding, Title I SWP and Title III allocations.
- Per session activities (dates and duration to be determined) in the second half of the school year, for small group tutoring of students.
- Consumables – professional and instructional materials, school day, after school, inquiry work, extended day

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- **By June 2012, 80% of our 12th grade students will successfully complete the requirements for graduation, 65% will be deemed “College Prepared” and will meet the criteria for college readiness as outlined in the 2011-12 DOE expectations.**

Comprehensive needs assessment

This is a priority area for improving student performance based on our school’s 2010-2011 progress report and NCLB status; citywide instructional expectations for 2011-2012 on strengthening student work and strengthening teacher practice; school-wide, city, and State goal of ensuring that all staff members are moving towards implementing highly effective levels of instruction in order to increase student performance, outcomes, and achievement standards across content areas

Instructional strategies/activities

- a) By June 2012, 100% of the staff will be engaged in short, frequent cycles of classroom observations utilizing Danielson’s framework and provide feedback to increase effectiveness of instruction;
- b) Staff professional development on Danielson’s framework, including areas of planning and preparation; the classroom environment; instruction; professional responsibilities and increasing student performance, outcomes and achievements across content areas
- c) On-going identification and integration of Danielson’s framework and instructional strategies/activities in staff Inquiry teams that encompass the needs of student subgroups. Staff identify student subgroups at content-area department level
- d) A per Danielson’s “planning and preparation” and “professional responsibilities,” steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
- e) Lead teachers, administrators, department chairs, staff involved in timeline for implementation

Strategies to increase parental involvement

- Provide data-based materials across content and grade levels to support parents with looking at the work students are required to complete based on state mandates and expectations.
- Provide parent activities at various times, AM workshops, evening and weekend times to meet the needs of parents (using our community service students as child care providers where needed)
- Utilize the support of Partnership for Children, Inc. to assist in planning ongoing parent workshops
- Increase parent school relationships through collaborative use of Teacher Ease which affords parents an opportunity to communicate with their child’s teacher and to access immediate achievement information per individual class teacher.
- Increase the participation on the SLT, PAC, & monthly Parent Academy meetings
- Provide ongoing training and assistance in the use of ARIS, Teacher Ease.
- Advertise events on the DOE web and McKinney’s web page so that all stakeholders have another vehicle for student/parent activities, updated information and curriculum components.

- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Parent Coordinator serves as liaison between the school and families.
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- Parent meetings are scheduled with flexible times to be able to reach and include all parents.
- All school documents sent home are translated and interpretation during meetings and events are provided.
- School hosts educational family events/activities during Parent-Teacher Conferences.
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- Parents receive a monthly calendar so that they are kept up-to-date on all school activities, workshops, and initiatives.
- Parents are notified and informed of the procedures to arrange an appointment with their child's teacher or other school staff members.

Strategies for attracting Highly Qualified Teachers (HQT)

- The strategies used to ensure that current staff become highly qualified to achieve this goal include:
In house professional development on Common Core Standards and best instructional practices
Lab site workshops throughout the region and cohort
Title I funding as an opportunity for teachers to complete their professional degrees / certifications.
- Over 95% of our Math teachers are Highly Qualified.
- Teachers who are not already Highly Qualified are working to become highly qualified by taking appropriate coursework and exams.
- Payroll Secretary works closely with the Network to follow up in ensuring that non-HQT meet all required documentation and assessment deadlines.
- Any new hires are being screened for these qualifications.
- Mentors and buddy teachers are assigned to teachers that are not highly qualified.
- On-going PD for all teachers.

Service and program coordination

- All additional programs that supplement the programming of our school incorporate the universal design approach to engage all learners, including students with disabilities and ELLs. Other programs used to enhance literacy across content areas and across grade levels include:
Partnership With Children- Environmental Group, Project Male, Girls Group, Newspaper Club, Regents Preparation, AP Preparation

Budget and resources alignment

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- Consumables – professional and instructional materials, school day, after school, inquiry work, extended day

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- **Increase the graduation rate for all students by June 2012**
- **To improve the literacy skills of all students**
 - a. **The number of All Students passing Regents will increase by 5%**

The number of Student with Disabilities passing RCT Reading and Writing will increase by 10%

Comprehensive needs assessment

This is a priority area for improving student performance based on our school's 2010-2011 progress report and NCLB status; citywide instructional expectations for 2011-2012 on strengthening student work and strengthening teacher practice; alignment of professional development toward State assessments and Common Core Standards Performance Tasks, specifically aligning literacy instruction and argumentative writing across all content areas.

Instructional strategies/activities

- a) By June 2012, 100% of the students will be engaged in at least one literacy task aligned to the Common Core Standards that asks them to read and analyze informational texts and write opinions and arguments in response;
- b) School-wide Professional Development workshop in fall 2010 modeling instructional strategies for literacy instruction across content areas
- c) multiple weekly meetings in fall 2010 undertaking citywide instructional expectations for 2011-2012 on strengthening student work, aligned to literacy instruction across content areas;
- d) multiple weekly meetings in fall 2010 identifying strengths and needs in existing student work;
- e) school-wide Professional Development day in fall 2010 involving all staff in teams crafting individual and school-wide Common Core Standard Performance Task, building on strengths and needs in existing student work;
- f) Evaluating the needs of student subgroups. Staff identify student subgroups at content-area department level;
- g) teachers included in decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities;
- h) lead teachers, administrators, department chairs, staff involved in timeline for implementation

Strategies to increase parental involvement

- Provide data-based materials across content and grade levels to support parents with looking at the work students are required to complete based on state mandates and expectations.
- Provide parent activities at various times, AM workshops, evening and weekend times to meet the needs of parents (using our community service students as child care providers where needed)
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- Any new hires are being screened for these qualifications.
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- On-going PD for all teachers.

Service and program coordination

- All additional programs that supplement the programming of our school incorporate the universal design approach to engage all learners, including students with disabilities and ELLs. Other programs used to enhance literacy across content areas and across grade levels include:
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Budget and resources alignment

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ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- **By June 2012, all students will demonstrate progress toward achieving State standards as measured by 3% increase in scoring 65% or better on The NYS Math Regents exam.**

Comprehensive needs assessment

This is a priority area for improving student performance based on our school's 2010-2011 progress report and NCLB status; citywide instructional expectations for 2011-2012 on strengthening student work and strengthening teacher practice; alignment of professional development toward State assessments and Common Core Standards Performance Tasks, specifically supporting content knowledge, conceptual understanding, and expertise in math.

Instructional strategies/activities

- a) By June 2012, 100% of the students will be engaged in at least one mathematics task aligned to the Common Core Standards that asks them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution;
- b) Weekly Math department meetings facilitating development of Common Core Standards Performance Tasks;
- c) ongoing consultation with instructional support specialist in developing Common Core Standards Performance Tasks in math;
- d) weekly Math department meetings looking at student work, aligning to citywide instructional expectations for 2011-2012 on strengthening student work
- e) made staff aware at school-wide Professional Development of expectations of Common Core Standards Performance Tasks in math

Strategies to increase parental involvement

- Provide data base of materials across content and grade levels to support parents with looking at the work students are required to complete based on state mandates and expectations.
- Provide parent activities at various times, AM workshops, evening and weekend times to meet the needs of parents (using our community service students as child care providers where needed)
- Utilize the support of Partnership for Children, Inc. to assist in planning ongoing parent workshops
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Strategies for attracting Highly Qualified Teachers (HQT)

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 - In house professional development on Common Core Standards and best instructional practices*
 - Lab site workshops throughout the region and cohort*
 - Title I funding as an opportunity for teachers to complete their professional degrees / certifications.*
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Service and program coordination

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 - Partnership With Children- Environmental Group, Project Male, Girls Group, Newspaper Club, Regents Preparation, AP Preparation*

Budget and resources alignment

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ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	22	22	22	22	22	4	1	1
7	18	18	18	18	22	2	1	0
8	22	22	22	11	15	1	1	2
9	21	40	20	21	12	3	23	2
10	34	69	12	30	50	2	8	0
11	15	10	25	25	25	2	6	0
12	17	21	12	45	15	1	5	15

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Study Island is provided during the school day for all students who are level 1 and 2. The targeted focus groups of students receive a minimum of 7 periods of Study Island per week (both middle and HS school). Small group instruction for ELA remediation in both the middle and high school is provided during the school day.
Mathematics	Small group classes for targeted students -Math Enrichment, which offers remediation for all students who are level 1 and 2 in the middle school. Additionally, students in the middle school (targeted population grade 7 and 8) receive advanced math work (algebra prep) during the school day. These students are being prepped for the Grade 9 regents. HS students receive small group and one-to-one tutoring along during the school day.
Science	HS students receive small group and one-to-one tutoring during the school day programmed into teachers' schedules for students who need additional support in the area of science to pass a regents. Additional support is also given to students involved in AP science courses through small group and tutoring. MS students receive science support across the content inclusive of science classes and in ELA and Math enrichment activities where the selected curriculum supports content science topics making a connection to real world application.
Social Studies	HS students receive small group and one-to-one tutoring during the school day programmed into teachers' schedules for students who need additional support in the area of science to pass a regents. MS students receive science support across the content inclusive of social studies classes and in ELA and Math enrichment activities where the selected curriculum supports content social studies topics making a connection to real world application.
At-risk Services provided by the Guidance Counselor	Individual/small group counseling, advisory, test preparation, college preparation
At-risk Services provided by the School Psychologist	Individual conferencing
At-risk Services provided by the Social Worker	Individual/small group counseling

At-risk Health-related Services

Individual/small group counseling with services supporting the school's health's initiatives provide by: NYU Medical Clinic, Helen Keller, Partnership for Children

DR. SUSAN S. MCKINNEY SECONDARY SCHOOL OF THE ARTS
PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, Dr. Susan S. McKinney Secondary School of the Arts, is in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. McKinney will support the parents and families of Title I students through a series of workshops and trainings at the monthly parent academy by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

McKinney's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, McKinney will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational

Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**DR. SUSAN S. MCKINNEY SECONDARY SCHOOL OF THE ARTS
SCHOOL-PARENT COMPACT**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related; *Monthly Parent Academy Meetings beginning in September 2011].*
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved; *(November 2011)*
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; *Quarterly progress reports mailed home, individual grade conferences, telephone and in-house scheduled parent meetings with teachers, guidance and related staff]*
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; *Monthly Parent Academy*
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; *Family and Awards Nights, Monthly Parent Academy, Arts Showcases*

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: ___13K265___ **School Name:** _____Dr. Susan S. McKinney Secondary School of the Arts_____

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The results of our ESCA findings indicated that increasing student engagement and the use of higher order questions to expand student understanding should be our focus for the 2011-2012 school year.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Ongoing department and grade professional development sessions have been scheduled into teacher's programs affording them weekly interventions focusing of looking at student work, the level of questions and feedback given to students and the redirecting of instructional lessons that foster opportunities for student choice, responsibility, leadership and or meaningful peer-to-peer interactions to increase student engagement.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

To date all of our teachers are certified.

Collaboration with Teacher Fellows and their related institutions (Fordham University, Pace University, and Long Island University) as well as Teach for America, NYC Fellows, has become our primary sources for hiring new teachers and teacher replacement. When we have teachers who need to be certified support is given to documented approved college credit courses.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
Three (3) teachers are involved in the mentoring program and have been assigned to highly effective content teachers and meet 3x per week. All staff participated in the weekly professional development conducted by the Lead teacher, department chairs and administration. Additionally all new teachers (less than 2 years in our building) participate in our CFN's Lab sites.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parent notification letters distributed in appropriate languages to all parents (back-packed, e-mailed)

Notification was given at the Title I parent meeting in October

Notification was given at the Fall Parent Teacher Meetings

Notification is given (On-going) at the monthly Parent Academy Meetings

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Kathy Pelles	District 13	Borough Brooklyn	School Number 265
School Name Dr. Susan S McKinney SSA 265			

B. Language Allocation Policy Team Composition

Principal Paula Holmes	Assistant Principal Karen Best
Coach N. Perera	Coach NA
ESL Teacher Wanda Y. Sykes	Guidance Counselor Lynda St Val
Teacher/Subject Area Maritza Grant	Parent Valerie Trimble
Teacher/Subject Area Zakiya Harris	Parent Coordinator Frank Heyward
Related Service Provider type here	Other Jerrick Rutherford
Network Leader Kathy Pelles	Other Carmen Lambright, Parent

C. 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	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	461	Total Number of ELLs	20	ELLs as share of total student population (%)	4.34%
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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

The Pupil Personnel Secretary, Ms. T. Roussel, notifies the ESL teacher, Ms. W.Y. Sykes, (NYS Certified to teach K-12 ESL) when first time admits to the New York School system are preparing to enroll at McKinney. When parents indicate that students have been taught in an educational setting where the language of instruction is other than English and another language is used in the home the Home Language Information Survey (HLIS) is given to them in the bilingual format. The ESL Teacher will review the HLIS and conduct an oral interview with the parent. When it is determined that the child requires it, the LAB-R will be administered to the student. If they score less than proficient the parent is given the Bilingual and ESL Programs; A Parents Guide", in English and the home language when possible. After the ESL Teacher answers any questions the parent may have about the different types of language learning programs available in the NYC Public School System they will be asked to complete the Parent Assurance Survey/Program Selection Form in English and the home language as part of the registration process. Parents are provided with an official orientation session during which they will be provided with information on state standards, assessments, school expectations and general program requirements for ELL students as required by state regulations.

Testing using the LAB-R and placement in the appropriate ELL program is completed within ten days of registration. When a Spanish speaking student scores below the proficient level on the LAB-R are given the Spanish LAB to establish language dominance. Parents are notified by letter in English and the home language that their child is entitled to English as a Second Language services. Students are scheduled for the appropriate number of state mandated minutes according to their proficiency level. Over the years the majority of parents have chosen to have their children in ESL only classes. Therefore, the schools' ELL services have been aligned accordingly.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														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	21	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	4
SIFE	4	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	5	3		10	1	3	6		1		21
Total	5	3	0	10	1	3	6	0	1		21

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

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
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	
	EL L	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	6	1	5	1			17
Chinese									1					1
Russian														0
Bengali														0
Urdu														0
Arabic											2			2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	4	7	2	5	3	0	0	21

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here - The Push-In model is used at McKinney. It allows the ESL Teacher to work with ELLs during content instruction. This model also affords student equal access and maintains content instructional time as far as possible. The ESL Teacher collaborates with the content area teachers to provide differentiation strategies that allow all students access to the content. As needed ELLs will be pulled out by the ESL Teacher and given additional support in completing assignments. Classes travel together by

A. Programming and Scheduling Information

grade. Within classes students are grouped heterogeneously, which allows students opportunities to learn with and from their peers who are at different levels of language proficiency. Students from the same language group are paired to allow for use of the native language for explicit explanations as needed. Students are also provided with bilingual dictionaries for use in class and home, to increase understanding of content specific vocabulary. Students with interrupted formal education (SIFE) are provided with instruction thru the Read 180 Program to allow them to progress with their English reading skills at their own pace through exposure to whole group instruction, independent reading of leveled books and computer based learning. ESL instruction focuses on increasing student vocabulary for content area learning and use of academic language. Writing instruction provides attention to grammar, spelling and composition through the writing process along with specifics modeled in the school-wide writing initiative. Students receive the mandated number of minutes of ESL, based on their performance on the LAB-R and NYSESLAT exams.

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

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

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

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

Students who have achieved a Proficient score on the NYSESLAT are entitled to two years of additional ESL support from the ESL Teacher. Teahcers continue to use CALLA and QTEL ESL strategies to provide scaffolding for students to strengthen use of academic language. Students will coninue to get the NYS test accomodations of time and a half on ELA and Math exams as well as the use of translated exams or a translator as needed along with the bilingual dictionaries/glossaries.

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

ELLs participate in all aspects of the McKinney community by choosing the talent class of interest. Students are represented in the student government, Partnership With Children, Inc., extracurricular activities including tutorial, enrichment, arts and sports activities, marching band environmental studies, Regents Prep, AP Prep and school magazine.

Instructional materials vary by level within each content area. Instructional materials include books from classroom libraries, textbooks, magazines and computer access for students in Read 180 and math. Students are provided grade specific curriculum with differentiation occurring in the form of presentation; aural, oral, visual and hands on. The level of written materials include graphics and time for interaction among students for collaboration. Students are afforded the opportunity to present what they have learned in various formats through out the year. Some grade level materials that students are engaged in using are: Animal Farm by G. Orwell, A Doll's House by

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 29
75%	
50%	
25%	

A. Programming and Scheduling Information

Prentice Hall Mathematics, NY Review Series, Geometry; as well as World History Connections to Today by Ellis Esler and The Key to Understanding Global History

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here. All intervention services are conducted in English. AIS services that assist students with development of academic and social skills include: Partnership With Children, Inc.; Remediation and Enrichment Extended Day; Saturday Classes; Sister to Sister and Project Male as well as Arts Enrichment activities including Marching Band and Ballroom Dancing. Native language support for ELLs is provided in the form of bilingual dictionaries/glossaries in the content classes. The school library as well as classroom libraries have a selection of Spanish books for students independent reading pleasure. Classroom libraries provide a wide selection of genres and levels of reading materials for students to choose from. Books on tape are also available to be taken home for listening with companion books. All materials are age and grade appropriate for middle and high school students. Before school begins ELLs are invited to Open House activities to familiarize them with the middle school/high school campus and provide them with information on the expectations of McKinney students. The language elective offered to ELLs is Spanish.

Courses Taught in Languages Other than English

C. Schools with Dual Language Programs

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

NA

Math:

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here The ESL teacher will turnkey strategies for helping ELL's succeed during regularly scheduled departmental meetings. Staff members included in these PD sessions include- Assistant Principals; content area teachers of ELL's; paraprofessionals; guidance counselors; special education teachers, school psychologist, speech therapist, school secretary and parent coordinator. Staff members are provided with the pertinent language information of ELL students as they transition from one level to another in confrences between content area teachers and the ESL teacher. As needed teachers conference and share plans to differentiate lessons for ELL's using CALLA and QTEL strategies. Ongoing professional development focuses on the use of AVID strategies, rigor in writing using a systemic school-wide writing initiative, planning using Understanding by Design, use of Balanced Literacy and ongoing Assessments to provide all students with a variey of supports that will help them meet the requirements of the Common Core Standards. Content area teachers will attend workshops given by the Office of English Language Learners to satisfy the 7.5 hours of ELL training as

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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 Parents involvement at McKinney is ongoing through out the year. Parents work with teachers and administration to organize and run school activities by their participation on the School Leadership Team. Ell parents are encouraged to participate as well. Monthly Parent Academy meetings are open to all parents and curriculum sharing and discussions on student improvement are part of the monthly agenda. School based CBO's also provides workshops for parents that include ELL parents to introduce them to social and academic development of students through out their middle school and high school years. Parents needs are evaluated by interaction with teachers and administration .

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

B. Programming and Scheduling Information--Continued

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

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Part V: Assessment Analysis

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here Success of the ELL program at McKinney is measured by how well students integrate into the school community. Our goal is to provide ELLs with a strong academic language base in English that prepares them for college and careers. Students are held to the same high standards as their English speaking peers with the expectation that they will rise to meet the challenge as they prepare for a successful future. Therefore we expect students to show growth in English language acquisition as reflected in increased

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

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)								3	1					4
Intermediate(I)							1	1		2	1			5
Advanced (A)							3	3	1	2	2			11
Total	0	0	0	0	0	0	4	7	2	4	3	0	0	20

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		1		2				5
7	2		3						5
8	1								1
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	3		3	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography				
US History and Government				
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
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 - 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 questions 1-6 here Success of the ELL program at McKinney is measured by how well students integrate into the school community. Our goal is to provide ELLs with a strong academic language base in English that prepares them for college and careers. Students are held to the same high standards as their English speaking peers with the expectation that they will rise to meet the challenge as they prepare for a successful future. Therefore, we expect students to show growth in English language acquisition as reflected in improved test scores on ELA, Math, NYSESLAT and other yearly assessments and honor roll grades in content area classes. Examination of the NYSESLAT results overall show strong development in the areas of listening and speaking. Students' progress in reading and writing continues to take a longer time to progress to the proficient level. Therefore, teachers will make a greater effort to provide students with good models of what they are expected to produce and provide scaffolds for completion of projects that include language models. One newcomer student achieved a raw score of 24 on the LAB-R exam upon entry. The student has good conversational English but requires help in composing written responses. With assistance he has been successful in completing his first semester of classes at McKinney. One student scored at the beginning level in both the Listening/Speaking and Reading/Writing combined modalities of the NYSESLAT. The student is struggling to complete his class work and homework assignments on a consistent basis. He is in need of ongoing support and strong scaffolds. He uses an electronic translation device to help him with decoding and understanding English text. Three students scored at the intermediate and beginning levels on the NYSESLAT. These students require the use of bilingual glossaries/dictionaries in classes as well as additional small group and one on one lessons to assist them in completing class work successfully. One student has combined scores of advanced and proficient on the NYSESLAT. He requires additional opportunities to respond to oral language in order to strengthen his ability to answer the questions correctly on next years exam. Three students scored advanced and intermediate on the NYSESLAT. These students have strong conversational skills. However, they would benefit greatly by more direct instruction on the use of academic language and vocabulary building activities. Two students scored advanced on both combined modalities. These students have strong conversational abilities. Academic language and vocabulary building are required by these as well as those who scored proficient/intermediate and proficient/advanced. At this time language development does not hinder students for participating in classroom learning situations as they are given a variety of entry points to lessons. Overall our ELLs are achieving passing grades in content classes.

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

School Name: Dr Susan S McKinney SSA 265

School DBN: 13K265

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paula Holmes	Principal		12/1/11
Karen Best	Assistant Principal		12/1/11
Frank Heyward	Parent Coordinator		12/1/11
Wanda Y. Sykes	ESL Teacher		12/1/11
Valerie Trimble	Parent		12/1/11
Maritza Grant/ FL	Teacher/Subject Area		12/1/11
Zakiya Harris/Arts	Teacher/Subject Area		12/1/11
N. Perera	Coach		12/1/11
	Coach		
Lynda St Val	Guidance Counselor		12/1/11
Kathy Pelles	Network Leader		12/1/11
Jerrick Rutherford	Other <u>Teacher/SS/UFT</u>		12/1/11
Carmen Lambright	Other <u>Parent</u>		12/1/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13K265 **School Name:** Dr Susan S McKinney SSA 265

Cluster: _____ **Network:** CFN112

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.

The Home Language Identification Survey, ATS information, parent responses to the letter requesting their language preferences and the ESL Teacher's interview with the parents/student are the means by which we determine our written translation and oral interpretation needs.

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

The majority of parents completing the Home Language Identification Survey have responded that they wish to be communicated with in English. Parents who speak Arabic and Bengali have brought along a family member or friend who speaks English to assist with registration and during meetings with teachers. The home language of parents who request to have written and oral communication with the school in languages other than English have this information added to the emergency contact card of their child. By monitoring the Adult Preferred Language report (RAPL) the Pupil Personnel Secretary will advise teachers and support staff on an ongoing basis of which parents require the use of translated written and oral communication.

Part B: Strategies and Activities

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

Written translation in Spanish is provided by Department of Education staff on-site. Written translation of school documents for parents who require any of the other covered languages will be handled by submission to the Translation and Interpretation Unit for the following: registration and selection; standards and performance; conduct and discipline; safety and health; placement in any special education, English Language Learner or non-standard academic program and transfers and discharges after checking the Key Documents section of the DOE website for previously translated critical documents.

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

Oral interpretation for Spanish speaking parents will be provided by Department of Education staff on-site. Oral interpretation services for parents who speak any of the other covered languages will be handled either on-site or over-the-phone by personnel from the Translation and Interpretation Unit.

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>.

Parents whose primary language is a covered language and who require language assistance services will be provided with a copy of the Bill of Parent Rights and Responsibilities to explain their rights regarding translation and interpretation services in English and the primary language. A sign, in the covered languages, will be posted near the main entrance of the school advising parents that interpretation services are available. Copies of the NYC Department of Education-I'm a parent and I speak...cards will be placed at the front desk of the school and be made available to anyone entering the facility to assist them in identifying their primary language. The school safety plan will contain procedures to ensure that parents who require assistance with T & I service are provided access to the schools administrative offices.