



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : RALPH R. MCKEE CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R600

PRINCIPAL: SHARON A. HENRY

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SUPERINTENDENT: AIMEE HOROWITZ

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
Sharon A. Henry	*Principal or Designee	
Sonia Fields	*UFT Chapter Leader or Designee	
Manny Innamorato	*PA/PTA President or Designated Co-President	
Manny Innamorato	Title I Parent Representative	
Shaikera Fleming	Student Representative	
Derrell Meyers	Student Representative	
Mark Beyers	Member/Parent	
Nick Lettiere	Member/Parent	
Patricia Manley	Member/Parent	
Funso Ojo	Member/Parent	
Abigail Zambrano	Teacher	
Jeff Pedersen	Teacher	
Juanita Ruano	Teacher	
Carol Starkey	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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve the number of 9th grade students earning ten or more credits by 2% during the 2011-2012 school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of student performance data on scholarship reports, it was determined that 9th grade students are second in underperforming all other student groups. As a result we have made progress for our 9th grade lowest third our priority for the 2011-2012 school year. Ninety-three of the 187 students have been identified as performing in the lowest third.

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) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- *Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.*
- *Pathway to AVID – Students are provided an opportunity to learn how to apply proper study skills.*
- *Target Population(s): Teachers servicing 9th grade students and the lowest third in the 9th grade; Student subgroups performing in the lowest third that contributed to McKee High School's SINI status are as follows: male, female, Hispanic, black, low income, ELL, and IEP.*
- *Responsible Staff Members: Assistant Principals for ELLs and SWDs, AVID Site Coordinator, 9th grade team teachers and Data Specialist*
- *Implementation Timeline: September 2011 through June 2012*

Activity #2

- *Creation of a 9th grade team: The 9th grade team teachers will meet in a designated classroom to have an opportunity to do inquiry work using the data verification system, Skedula, to understand the components that cause 9th grade students to acquire credits. The teams will look at the disaggregated students' data. They will look at the protocol to conduct a grade team to select the target population, generation of portfolios or folders. The teachers will look at the lowest third and the student subgroups who did not meet AYP in state assessments. Activities carried out in the 9th grade team will include monitoring student progress, setting initial goals for students in ELA, programmatic implications based on indicators of interim scholarship reports and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes.*

- Target Population(s): 9th grade students not making acceptable gains each semester; Student subgroups performing in the lowest third that contributed to McKee High School's SINI status are as follows: male, female, Hispanic, black, low income, ELL, and IEP.
- Responsible Staff Members: 9th grade team teachers, Administrative Cabinet.
- Implementation Timeline: September 2011 to June 2012.

Activity #3

- Literacy Initiative and alignment of Common Core standards across all disciplines:
- Departmental conferences and PD seminars will be implemented to better align the CCLS into the social studies curriculum and daily instruction.
- We intend to integrate performance tasks into instruction, such as essay templates for DBQ and Thematic essays for all levels of study that help students acquire skills and knowledge in the CCLS that align with Common core standards.
- Target Population(s): Teachers servicing all students in the lowest third in the 9th grade. Student subgroups performing in the lowest third that contributed to McKee High School's SINI status are as follows: male, female, Hispanic, black, low income, ELL, and IEP.
- Responsible Staff Members: Assistant Principals and 9th grade teachers
- Implementation Timeline: September 2011 through June 2012.

Steps for Including teachers in the decision-making process

- Teachers will meet in grade level teams to review student data gathered from scholarship reports, teacher-generated assessments and state assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Scholarship reports: end of each marking period (every 6 weeks)
- State assessments: June 2012

Strategies to increase parental involvement

- Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
 - Subject area teachers will design unit contracts and daily lesson plans and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
 - The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides
 - Parents will receive outreach via email notifications. Emails and cell phone numbers to send text messages will be collected by the school that will be uploaded to ATS and Pupil Path / Skedula.
 - Offer an additional CUNY Math, or Art course that will go into a major Art sequence. In the Spring term
 - Parents will be trained on how to use Pupil Path from Skedula.
 - mckee@schools.nyc.gov has been created to give parents an email outreach and a distribution list has been created to inform parents of information.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA, Math, Science, Social Studies, and CTE teachers.*
- *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support struggling and un-qualified teachers.*
- *Selected teachers will take part in the HOUSSE survey to illustrate content competency.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - *A SAPIS worker was hired as part of the school's efforts to improve attendance for all students.*
 - *Continuation of our Peer Mediation Program as supported by the community-based organization, Hospital Audiences, Inc. (HAI)*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources were used to implement this action plan to improve the number of 9th grade students earning ten or more credits by 2% during the 2011-2012 school year as indicated below:

- *Supervisor per session (4 days per week)*
- *PM School teacher per session (4 days a week).*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *AP Mathematics will work with algebra and geometry teachers on strategies to improve passing rates.*
- *AP ELA/ELL will work with English and English Language Learner teachers on strategies to improve passing rates.*
- *Title I and Title III funds will be used to provide tutoring for at-risk students.*
- *Title I funds will be for after school and Saturday courses for credit recovery and at-risk services.*

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve the number of 10th grade students earning ten or more credits by 2% during the 2011-2012 school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of student performance data on scholarship reports, it was determined that 10th grade students are first in underperforming all other student groups for the past three years. As a result, we have made progress for our 10th grade lowest third a priority goal for the 2011-2012 school year. Ninety-six of the 208 students have been identified as performing in the lowest third.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.

Activity #1

- *Professional Development: PD will be given on the following topics: How to use the data verification system, Skedula; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.*
- *Pathway to AVID – Students are provided an opportunity to learn how to apply proper study skills.*
- *Target Population(s): Teachers servicing 10th grade students and the lowest third in the 10th grade; Student subgroups performing in the lowest third that contributed to McKee High School's SINI status are as follows: male, female, Hispanic, black, low income, ELL, and IEP.*
- *Responsible Staff Members: Administrative Cabinet, 10th grade team teachers*
- *Implementation Timeline: September 2011 through June 2012*

Activity #2

- *Creation of a 10th grade team: The 10th grade team will meet in a classroom to have an opportunity to do inquiry work using the data verification system, Skedula, to understand the components that cause 10th grade students to acquire credits. The teams will look at the disaggregated students' data. They will look at the protocol to conduct a grade team to select the target population, generation of portfolios or folders. The teachers will look at the lowest third and the student subgroups who did not meet AYP in state assessments. Activities carried out in the 10th grade team will include monitoring student progress, setting initial goals for students in ELA, programmatic implications based on indicators of interim scholarship reports and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes.*
- *Target Population(s): Teams of Teachers working with 10th grade students not making acceptable gain; Student subgroups performing in the lowest third that contributed to McKee High School's SINI status are as follows: male, female, Hispanic, black, low income, ELL, and IEP.*
- *Responsible Staff Members: Assistant Principal of Social Studies/CTE and 10th grade team.*
- *Implementation Timeline: September 2011 to December 2011.*

Activity #3

- *Literacy Initiative and alignment of Common Core standards across all disciplines:*

- Departmental conferences and PD seminars will be implemented to better align the CCLS into the social studies curriculum and daily instruction.
- We intend to integrate performance tasks into instruction, such as essay templates for DBQ and Thematic essays for all levels of study that help students acquire skills and knowledge in the CCLS that align with Common core standards.
- Target Population(s): Teachers servicing all students in the lowest third; Student subgroups performing in the lowest third that contributed to McKee High School's SINI status are as follows: male, female, Hispanic, black, low income, ELL, and IEP.
- Responsible Staff Members: Administrative Cabinet and 10th grade teachers
- Implementation Timeline: September 2011 through June 2012

Steps for Including teachers in the decision-making process

- Teachers will meet in grade level teams to review student data gathered from scholarship reports, teacher-generated assessments and state assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Scholarship reports: end of each marking period (every 6 weeks)
- State assessments: January 2012 and June 2012

Strategies to increase parental involvement

- Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
 - Subject area teachers will design unit contracts and daily lesson plans and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
 - Parents will receive outreach via email notifications. Emails and cell phone numbers to send text messages will be collected by the school that will be uploaded to ATS and Pupil Path / Skedula.
 - Offer an additional CUNY Math or Art course that will go into a major Art sequence. In the Spring term
 - There will be ongoing training for parents to be trained on how to use Pupil Path from Skedula.
 - Parents will receive hard copy notifications of activities through the Parent Association newsletter
 - Parents will receive email and NYCDOE school messenger notifications of upcoming Parent Association meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA, Math, Science, Social Studies, and CTE teachers.
 - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Mentors are assigned to support new, struggling and unqualified teachers.
 - Selected teachers will take part in the HOUSSE survey to illustrate content competency.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- *A SAPIS worker was hired as part of the school's efforts to improve attendance for all students.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources were used to implement this action plan to improve the number of 10th grade students earning ten or more credits by 2% during the 2011-2012 school year as indicated below:

- *Supervisor per session (4 days per week)*
- *PM School teacher per session (4 days a week).*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *AP Mathematics will work with algebra and geometry teachers on strategies to improve passing rates.*
- *AP ELA/ELL will work with English and English Language Learner teachers on strategies to improve passing rates.*
- *Title I and Title III funds will be used to provide tutoring for at-risk students.*
- *Title I funds will be for after school and Saturday courses for credit recovery and at-risk services.*

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve the number of students qualifying for CTE certification examinations by 2% during the 2011-2012 school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of student assessment tests and scholarship reports, it was determined that several shop areas underperformed in the number of students that pass Regents exams. The progress of students in the following shops is a priority: Cosmetology, Automotive Technology and Construction Technology. As part of helping students in these three programs make the connection between academics and their vocational program, McKee High School has aggressively established internships with the following community organizations: Scholars at Work, Workforce One, ACE, Dana Ford Motors and Manfredi. In addition, New York State Education Department has worked with the non-profit Skills USA organization in the development of technical standards assessment leading to a credential, in the case of Ralph R. McKee High School, in the six vocational/career-technical areas. In addition, Skills USA and NYCSSED and NYCDOE has promoted the enrollment of all Juniors and Seniors so that they may receive opportunities to compete in events related to the CTE area in the city, regional and state level. Presently, CTE students who meet New York State's cut-off point in three technical assessments may receive additional Regents credit. Each Skills USA bundle of assessments within a specific career is an option and an addition to an industry-recognized technical assessment.

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:
 - i) strategies/activities that encompass the needs of identified student subgroups,
 - j) staff and other resources used to implement these strategies/activities,
 - k) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - l) timeline for implementation.

Activity #1

- *Professional Development: PD will be given on the following topics: use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use projects and data to inform differentiated lesson planning. PD will also be given on the following topics: Skills USA; technical assessments, the standards aligned to New York State and Skills USA within each vocational/career-technical area. Teachers in the six shop areas were introduced to the use of Skills USA rubrics. CTE teachers learned use the data verification system, Skedula, to input and track student progress and attendance*
- *Target Population(s): Teachers servicing students in the CTE programs and the lowest third in the CTE programs; Student subgroups performing in the lowest third that contributed to McKee High School's SINI status are as follows: male, female, Hispanic, black, low income, ELL, and IEP.*

- **Responsible Staff Members:** Assistant Principal for CTE and Internship Coordinator, Mr. Richard Capraro. AP CTE will work with CTE teachers on strategies to improve passing rates. AP CTE will work with the internship coordinator and CTE teachers to develop strategies for students to be eligible for internships for the summer and/or for their junior and/or senior years. Both will continue to do community outreach for juniors and seniors.
- **Implementation Timeline:** September 2011 through June 2012

Activity #2

- **Creation of a CTE team:** A classroom will be designated so that the CTE team will have a location to be trained in the use of disaggregated student data. This will include the use of focusing on CTE students at risk students. Activities carried out in the CTE team meeting will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.
- **Target Population(s):** Teams of Teachers working with CTE students not making acceptable gains; Student subgroups performing in the lowest third that contributed to McKee High School's SINI status are as follows: male, female, Hispanic, black, low income, ELL, and IEP.
- **Responsible Staff Members:** Assistant Principal of CTE, CTE team.
- **Implementation Timeline:** September 2011 to June 2012.

Activity #3

- **Literacy Initiative and alignment of Common Core standards across the disciplines:** Departmental conferences and PD seminars will be implemented to better align the CCLS into the curriculum and daily instruction. We will introduce teachers to the online Matrix from the nyccenter.org website that crosswalks CTE programs in six areas with English and Math.
- We will introduce performance tasks into CTE instruction for all courses of study that help students acquire skills and knowledge in the CCLS for English and Math by using the CTE Technical Assistance Center of New York website.
- **Target Population(s):** Teachers servicing all students in the CTE programs and the lowest third in the CTE programs; Student subgroups performing in the lowest third that contributed to McKee High School's SINI status are as follows: male, female, Hispanic, black, low income, ELL, and IEP.
- **Responsible Staff Members:** Assistant Principal and CTE teachers
- **Implementation Timeline:** September 2011 through June 2012

Steps for Including teachers in the decision-making process

- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.

Strategies to increase parental involvement

- Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
 - Parents will be trained on how to use Pupil Path from Skedula.
 - Parents will receive hard copy notifications of activities through the Parent Association newsletter.
 - Parents will receive email and NYCDOE school messenger notifications of upcoming Parent Association meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers CTE teachers.*
 - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors are assigned to support struggling and un-qualified teachers.*
 - *Selected teachers will take part in the HOUSSE survey to illustrate content competency.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - *An Internship Coordinator was hired two days a week to provide follow up and organize opportunities for students to apply for internships.*
 - *A PENCIL Partnership was followed in order to provide workshops to students about resume writing and job interviewing skills.*
 - *Scholars at Work/Workforce One Partnership was established to provide students with internship experience.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources were used to implement this action plan to improve the number of students qualifying for CTE certification examinations by 2% during the 2011-2012 school year as indicated below:

- *Carl D. Perkins Career and Technical Education Grant (VATEA)*
- *Title I and Title III Funds used to support academic credit accumulation for CTE students.*

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve the number of students passing Integrated Algebra by 2.5% during the 2011-2012 school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

By June 2012, we will demonstrate and increase of 2.5% or 4 more students achieving a 65% or higher on the Integrated Algebra Regents by targeting the subgroups that did not meet AYP: Female, Hispanic, black, ELL and IEP. As of June 2011, 119 divided by 149 students or 80% passed the Integrated Algebra Regents. The needs assessment, based on looking at scholarship reports and NCLB accountability data, indicates that targeted strategies must occur to inform and enhance the performance of the students in the subgroups.

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:
 - m) strategies/activities that encompass the needs of identified student subgroups,
 - n) staff and other resources used to implement these strategies/activities,
 - o) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - p) timeline for implementation.

Activity #1

- *Professional Development: PD will be given on the following topics: use of rubrics and the language of CCLS to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.*
- *Target Population(s): Teachers servicing students in the lowest third in mathematics; Student subgroups performing in the lowest third that contributed to McKee High School's SINI status are as follows: female, Hispanic, black, ELL, and IEP.*
- *Responsible Staff Members: Assistant Principal for Mathematics, 9th Grade Team, Mathematics Department, PM School, Saturday School, HAI tutors.*
- *Implementation Timeline: September 2011 through June 2012.*

Activity #2

- *Mathematics Department team: Within a designated room the assistant principal and the other instructors in the Mathematics Department will be trained in the identifying the use of looking at the disaggregated student data. The Mathematics Department will identify students within the subgroups who did not meet AYP within their classes. The will look at protocols to look at student work and through that process understand, identify, and share instructional strategies to address the missing skills.*

- Professional Development: Provided both internally and with the support of CFN405 addressing how to integrate and implement CCLS standards.
- Target Population(s): Teams of Teachers working with CTE students not making acceptable gains; Student subgroups performing in the lowest third that contributed to McKee High School's SINI status are as follows: female, Hispanic, black, ELL, and IEP.
- Responsible Staff Members: Assistant Principal of Mathematics and instructors in the Mathematics Department.
- Implementation Timeline: September 2011 to June 2012.

Steps for Including teachers in the decision-making process

- Teachers will meet in department-specific and grade level teams to review student data gathered from periodic assessments.
- Subject area teachers will design unit contracts and daily lesson plans inputting CCLS.
- Staff determined that a 2% increase in student performance would be the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessment Dates: November 2011, January 2012 and March 2012

Strategies to increase parental involvement

- Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
 - Parents will be trained on how to use Pupil Path from Skedula.
 - Parents will receive hard copy notifications of activities through the Parent Association newsletter.
 - Parents will receive email and NYCDOE school messenger notifications of upcoming Parent Association meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers Math teachers.
 - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Mentors are assigned to support struggling and un-qualified teachers.
 - Selected teachers will take part in the HOUSSE survey to illustrate content competency.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The CUNY Math Program
 - CSI College Now Program
 - Kingsborough Community College Now Program
 - HAI afterschool tutoring

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources were used to implement this action plan to improve the number of students passing Integrated Algebra by 2.5% during the 2011-2012 school year as indicated below:

- *Supervisor per session (4 days per week)*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (2 days per week) for after school programs.*
- *AP Mathematics will work with algebra and geometry teachers on strategies to improve passing rates.*
- *Title I and Title III funds will be used to provide tutoring for at-risk students.*
- *Title I funds will be for after school and Saturday courses for credit recovery and at-risk services.*

ANNUAL GOAL #5 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve the number of students passing English Language Arts by 2.5% during the 2011-2012 school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

By June 2012, we will demonstrate an increase of 2.5% or four more students achieving a 65% or higher on the English Language Arts Regents who did not meet AYP standards: male, Hispanic, black, low income, ELL and IEP. As of June 2011, 116 divided by 149 students or 77% passed the ELA Regents.

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:
 - q) strategies/activities that encompass the needs of identified student subgroups,
 - r) staff and other resources used to implement these strategies/activities,
 - s) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - t) timeline for implementation.

Activity #1

- *Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of CCLS to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.*
- *Target Population(s): Teachers servicing students in the lowest third in English Language Arts; Students in the subgroup who did not meet AYP standards: male, Hispanic, black, low income, ELL and IEP.*
- *Responsible Staff Members: Assistant Principal for English Language Arts and English Language Arts Department.*
- *Implementation Timeline: September 2011 through June 2012*

Activity #2

- *ELA Regents team: ELA regents Team will meet twice a month in room 419 to look at ELA Regents student work and identify and plan to implement effective strategies. The team will also track the progress of the identified students from the identified subgroups (female, black, low income, ELL and SWD), outreach and supplemental instructional strategies will be tailored for each of the identified students. CBO, HAI and after school tutoring will be utilized as resources as well as ELA Regents tutoring during the school day as per the teacher's C6R selection.*
- *Target Population(s): Teachers of English classes concluding in a Regents Examination; students in the subgroups who did not meet AYP standards: male, Hispanic, black, low income, ELL and IEP.*
- *Responsible Staff Members: Assistant Principal of English and ELA Regents Teacher Team*

- *Implementation Timeline: September 2011 to June 2012.*

Steps for Including teachers in the decision-making process

- *Teachers will meet in department-specific and grade level teams to review student data gathered from periodic assessments and from looking directly at student work.*
- *Subject area teachers will design unit contracts and daily lesson plans inputting CCLS.*
- *Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.*
- *Periodic Assessment Dates: November 2011, January 2012 and March 2012.*

Strategies to increase parental involvement

- Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
 - *Parents will be trained on how to use Pupil Path from Skedula.*
 - *Parents will receive hard copy notifications of activities through the Parent Association newsletter*
 - *Parents will receive email and NYCDOE school messenger notifications of upcoming Parent Association meetings.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
 - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors are assigned to support struggling and un-qualified teachers.*
 - *Selected teachers will take part in the HOUSSE survey to illustrate content competency.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - *A SAPIS worker was hired as part of the school's efforts to improve attendance for all students*
 - *PM School - after school courses*
 - *Hospital Audiences Incorporated provides an after school tutoring / credit recovery opportunities and cultural and college trips*
 - *McKee After 3 provides an after school recreation program 4 days a week*
 - *In-house suspension: After School Detention Violence Prevention Program*
 - *Peer mediation program (internal) and once a week training sessions (Friday)*
 - *An attendance teacher has a split schedule to increase the school's efforts to improve attendance for all grade levels*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources were used to implement this action plan to improve the number of students passing English Language Arts by 2.5% during the 2011-2012 school year as indicated below:

- *Supervisor per session (4 days per week)*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during AIS/extended day programs.*
- *Teacher per session (2 days per week) for after school programs and differentiated professional development.*
- *AP ELA/ELL will work with English and English Language Learner teachers on strategies to improve passing rates.*
- *Title I and Title III funds will be used to provide tutoring for at-risk students.*
- *Title I funds will be for after school and Saturday courses for credit recovery and at-risk services.*

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								
7								
8								
9	35	35	35	35	5	0	0	N/A
10	35	35	35	35	17	0	3	N/A
11	15	15	15	15	52	0	2	N/A
12	15	15	15	15	23	0	1	N/A

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	AVID methodologies as well as those identified as effective by teachers in the looking as student work teams will be the fulcrum of the intervention efforts. The interventions will be delivered in small groups and in a one to one setting. The interventions will be provided during the school day (6R), after school tutoring and Saturday tutoring.
Mathematics	Small group tutoring in Mathematics through the HAI and McKee After 3 programs and C-6 tutoring.
Science	Small group tutoring in Science through the HAI and McKee After 3 programs and C-6 tutoring.
Social Studies	Small group tutoring in Social Studies through the HAI and McKee After 3 programs, C-6 tutoring, AVID tutoring.
At-risk Services provided by the Guidance Counselor	Guidance Counselors meet with parents to inform them of their child’s progress. They meet with “at-risk” students to inform them of the services available. Counselors make recommendations for PM school, HAI tutoring, and McKee After 3. Students are encouraged to attend the after school activities in order to receive extra help as needed.
At-risk Services provided by the School Psychologist	The School Psychologist serves on the School Assessment Team. She completed all mandated testing for students identified by the Pupil Personnel Team as being “at-risk.” The psychologist meets with students on an as needed basis.
At-risk Services provided by the Social Worker	The Social Worker conducts both individual and group counseling for “at-risk” general education students. Home visits are conducted by the attendance teacher for those students considered to be most “at-risk.”
At-risk Health-related Services	Health as a related service is offered during the school day as needed to all students.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

School Parental Involvement Policy:

I. General Expectations:

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. This means that we will provide opportunities for ELL parents to meet with staff during parent-teacher conferences and special meetings created by ELL teachers for opportunities to acculturate their students. In addition to informing general education and ELL parents about online options through the RMHS 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 and mckee@schools.nyc.gov. 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 involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. On the third Monday of each month, parents have an opportunity to monitor how to spend the Title I, Part A funds.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with

the following definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. 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”).
- Hospital Audiences, Incorporated (HAI).
- 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.
- RMHS will build the school’s and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through several activities. The school will provide assistance to parents of children in understanding the following topics: the State’s Core Curriculum academic content standards, the school’s SMART goals, the Principal’s Performance Review goals, Progress Report. 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, college preparation, Freshman orientation and Freshman open house.
- RMHS offers parents many digital options to be informed about the options offered by the school, including Phone Master, <http://www.mckeeeths.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>.
- Parents are given explanations of special events through faculty presentations and student representatives through the School Leadership Team and parent-teacher meetings. For example, Gang Awareness, Cohort Targeted Scholastic Awareness, Day Against Hate, ADL-Peer Mediation presentations, Financial Literacy, and HIV/AIDS Prevention Project.

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 RMHS Fall 2011 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 2011.

School-Parent Compact:

RMHS, 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 2011-12

Required School-Parent Compact Provisions

School Responsibilities

RMHS will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student core curriculum standards as follows: The school will implement Differentiated Instruction, attend professional development sessions, use of smartboards, Laura Resnick’s Principles of Learning, Danielson’s framework.
- Provide parents with frequent reports on their children’s progress. Specifically, the school will provide report reports as follows: Parents will be notified through the school messenger, individualized phone calls made by teachers and distribution of report cards; teachers using electronically generated progress reports, Skedula, Naviance and mailing letters.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: The staff is available for consultation when report cards and teacher-generated progress reports are distributed during classes and during parent-teacher conferences, ARIS, mailing post cards and notification letters.
- 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.

Parent Responsibilities:

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

- Signing and abiding by school-wide/department and classroom contracts.
- Abiding by the progressive discipline policy and Chancellor's disciplinary code.
- 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 particularly in light of the community service requirement of 20 hours per year which totals 80 hours by commencement.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school, including the PTA newsletters and school messengers, and on the school blogs: www.rmhs5.blogspot.com, <http://www.mckeemoney.blogspot.com>, <http://www.mckeecths.org>, mckee@schools.nyc.gov or the school district either received by my child or by mail and responding, as appropriate. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Attend monthly PTA meetings and special events committees.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will abide by the department contracts that are posted on the school website www.mckeeeths.org. We share the responsibility to improve our academic achievement and achieve the State's high core curriculum standards. Specifically, we will:

- Complete at least 49 credits to graduate from RMHS and 80 hours of community service.
- Do homework projects and all tasks every day and ask for help when needed.
- Abide by the progressive discipline policy and Chancellor's disciplinary code.
- 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.
- Stay informed about all educational information and communication through the school website www.mckeeeths.org; the school blog www.rmhs5.blogspot.com, www.mckeemoney.blogspot.com and mckee@schools.nyc.gov .

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

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

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 school did not meet AYP in the following areas:

Secondary Level – ELA: All students; Black or African American, Hispanic or Latino, Students with Disabilities (SWD), and Economically Disadvantaged.

Secondary Level – Math: Hispanic or Latino, SWD

Graduation Rate – All students; Black or African American, Hispanic, White, Economically Disadvantaged

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.

Some of the interventions and programs that will be implemented are:

- a. Professional development opportunities for all teachers which will focus on new strategies to help struggling students
- b. literacy and math coaches via the network who will work with teachers to improve the quality of their teaching
- c. New teaching strategies (learning styles, active learning strategies) and smaller class sizes for struggling students
- d. Continued recruitment of highly qualified and certified teachers to staff the classrooms
- e. More classroom time devoted to reading and math skills
- f. Strategies to increase daily attendance
- g. PM and Saturday tutoring programs to support students in need of meeting graduation requirements
- h. SES tutoring program for those who qualify by means of free lunch

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.

Ten percent of the Title 1 funds will be used for professional development to improve the ability of the entire staff to engage students in setting academic goals and developing plans to achieve those goals by drilling down into the data through the use of the data verification system, Datacation-Skedula.

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

The school will use part of its FSF funds to hire a teacher through the NYCDOE Teacher Mentoring program to provide bimonthly intensive professional development to all new teachers.

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.

The school will notify the parents about the school's identification for school improvement in the following manner: (a) the letter will be back packed on December 6, 2011. (b) A Parent Association conference will be held on Saturday, December 10, 2011, advertised both on the school website and through email. A language translator will be available at that parent association meeting. If parents have additional concerns or questions they will be able to contact the administration at 718-420-2600 and by email at mckee@schools.nyc.gov.

**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 Mr. Groll	District 31	Borough Staten Island	School Number 600
School Name Ralph R. McKee High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Sharon A. Henry	Assistant Principal Noreen D. Mullen
Coach N/A	Coach N/A
ESL Teacher Juanita Ruano	Guidance Counselor Ms. Miller/Ms. Ippolito
Teacher/Subject Area Mendy Nestlebaum	Parent Patricia Manley
Teacher/Subject Area Sandra Terminiello	Parent Coordinator NA
Related Service Provider K. Eberlein Special Education	Other type here
Network Leader William Bonner	Other type here

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	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	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	696	Total Number of ELLs	21	ELLs as share of total student population (%)	3.02%
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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

1. Ms. R. D'Adamo, Pupil Accounting Secretary, notifies Ms. Mullen, A.P. of the arrival of any potential ELL family wishing to register at McKee High School.
2. Ms. R. D'Adamo also notifies Ms. Juanita Ruano, certified ESL teacher.
3. If Ms. Mullen, and more significantly Ms. Ruano, are in class at the time of the family's arrival, the student and family are to remain in the Guidance Office with Guidance Counselors, Ms. Miller or Ms. Ippolito until Ms. Ruano can conduct the informal interview.
4. Ms. Ruano, ESL teacher, administers the Home Language Survey and conducts an informal meeting to establish the student's dominant language. During the informal meeting conducted in both native language and English, parents are engaged in the parents' home language and the student is asked to read a passage from an appropriate text. The student is also shown visuals from [ed.helper.com](#) and asked to respond to these visuals orally and in writing in English.
5. If the home language is other than Spanish or English, one Arabic staff translator is available. If the home language is other than Spanish or Arabic or if Ms. Ruano and or the Arabic staff translator is not available, DOE translation services are utilized.
6. If Ms. Ruano, the certified ESL teacher, determines that the students dominant language is other than English, the LAB examination is administered by Ms. Ruano, ESL teacher. The Lab R is administered immediately upon student's arrival. If this is not possible, the school will administer the LAB R as soon as possible, but definitely within the required 10 days.
6a) if the student is identified as Spanish speaking through the HLIS the LAB is given in English first. If the student receives a score at or below the LAB R cut score, then the Spanish Lab is administered. This is done within 10 days of registration.
7. The LAB-R examination is scored by Ms. Ruano and she identifies the student's language proficiency.
8. Ms. Ruano explains the Parent Choice options to the parent. The NYCDOE Parent Choice Video from the EPIC Toolkit is shown.
9. The Parent choice form is completed after an explanation of the various program selections options with translators present and a presentation of the parent brochure in the parent's language. The parent video is also viewed. If the parent selects TBE or Dual Language, Ms. Mullen and Ms. Ruano will explain to the parent that their choice is not available at McKee HS at this time but their choice is very important and will be kept on file and recorded as the parent's choice. Ms. Mullen/Ms. Ruano/translator will also explain that, when there are a sufficient number of students on a grade level, the TBE/Dual Language program choice would become available. A Parent selection form is completed and included in the student folder.
11. LAB-R documents are delivered to Borough Assessment Implementation Director on the required submission dates throughout the year.

I a) Steps taken to annually evaluate ELL students using the NYSESLAT:

The school ensures that all eligible ELL students are scheduled for the NYSESLAT exam by reviewing the RLAT and the RYOS

reports in Consultation with the ESL AP and ESL teacher. Parents/Guardians and teachers are notified in writing in February and in March regarding the dates and times of the NYSESLAT. Parent letters are translated by NYCDOE translation services. Ms. Ruano, ESL teacher will administer the NYSESLAT. A meeting will be held on January 9, 2012 to prepare for the NYSESLAT. Ms. Henry, Principal Ms. Mullen, AP, and Ms. Ruano, ESL teacher attend the meeting to determine the rooms (location) for the NYSESLAT. The procedure for administering all four parts of the exam are: Speaking- Students are individually tested in a designated location. Listening - Students listen to provided disc in a designated location and follow prompts to complete the listening section. Reading- Two reading administrations will be scheduled to accommodate IEP mandates, i.e read alouds. Writing- Students report to a designated location to complete the writing section. The cabinet will be informed about the NYSESLAT testing procedures on January 10th cabinet meeting.

The school prepares for the NYSESLAT by ensuring that all ELL students complete a survey to determine learning styles. The results of this survey are used to tailor instruction. The qualified ESL teacher and the ELL A.P. analyze student performance (modalities) on the former NYSESLAT exam. Also examined are students' past scholarship, attendance and performance in all content areas. Student performance in all content areas is closely monitored by the ESL teacher and A.P. Interventions such as regular use of ELA and ESL methodologies and ESL strategic instruction are used in the Achieve 3000 Differentiated Reading Program and Five Step Literacy Process, visuals, graphic organizers, , AVID Learning Strategies: Costas Levels of Questions, Read Aloud, Quick Writes, Formative Assessments, word Webs, bilingual dictionaries and Native Language support are used. A content area push-in model will be provided in the spring term. After school tutoring and Native Language Arts after school program are provided for students in the Spring Term.

II. Parent Choice forms are completed after an explanation of various programs with translators, presentation of parent brochure in parent's language and viewing of video in parent's language. After the parent makes a choice, Ms. Ruano , ESL teacher or the necessary translator. If the parent selects TBE or Dual Language , Ms. Ruano or Ms. Mullen will explain to the parent that their choice is not available at this time, but their choice is very important and will be kept on file and recorded as the parent's choice. Ms.Mullen/Ms. Ruano will also explain that, when there are a sufficient number of students on a grade level, the TBE/Dual Language Program Choice will become available.

III. Entitlement Letters and Continued Entitlement Letters, in the parent's home language are mailed to the home. Parent Survey and Program Selection Forms are completed on the day the parent registers the child or within 10 days of admission at the parent meeting. Entitlement letters are distributed within 10 days of the student's admission .Ms. Ruano and Ms. Mullen send the Entitlement Letters and Ms. D'Adamo goes on to ATS and completes the ELPC screen indicating the date of administration of the LAB-R and parent choice.

At the parent meeting, parents are given parent choice brochures explaining the choices in their native language. Parent choice videos are shown in the parents' native language. After hearing the explanation provided, by Ms. Ruano, ESL teacher(Spanish) and Heidi Klune (Arabic), reading the brochure and viewing the video, parents are given the parent choice selection form. Inventory is taken on a continuing basis to determine whether the numbers of parents requesting the TBE or Dual Language is sufficient for the school to begin a program. If such a program becomes available, the school will notify parents via, letter and phone messenger in the home language. Outreach is done via phone and mail for parents who do not attend the parent meeting. Entitlement letters and parent choice form are stored in the student's individual folder in a binder in room 415

iII. Program Choice: (continued)

In addition to the protocol in place for new ELL families described above, the following procedures are in place to ensure that parents understand program choices:

1. Entitlement letters are sent via mail in the parent's home language and the orientation meetings are held within 10 days of the student's admission. **This school serves the following grades (includes ELLs and EPs)** K 1 2 3 4 5
2. If the parent speaks Arabic, a staff Arabic translator (Heide Klune) is in attendance at the meetings and open school night. If the parent speaks Spanish, the Translation Unit is utilized, or if Ms. Klune is not available. 6 7 8 9 10 11 12
3. At the meetings, Ms. Ruano, ESL teacher, explains the three different choices: TBE, Dual Language and ESL. The Parent

brochure in the parent's language and The Parent Choice Video are shown. An inventory of the Parent Choice Forms on file is taken in on a continuing basis Parents who have not submitted a Parent Choice Form are targeted for additional contact via phone, letter and home visit if a program selection form is not obtained at the first parent meeting or Open School Night.

III. Structures in Place to ensure that entitlement letters are distributed and Parent Survey Forms are returned will include all of the following:

1. Entitlement Letters are mailed to the home in the in the home language, via the NYCDOE website. Ms. Mullen and Ms. Ruano prepare the letters and they are mailed by Ms. Parente, secretary.
2. Parent Choice Forms are completed at the parent meeting
3. In the event that McKee cannot get parents to come to a meeting the following steps are in place.
4. For the 2011-2012 school year, the CBO Hospital Audiences Inc., will assist with the outreach to the home to encourage return of the Parent Choice Form. iPod Shuffles will be offered as an incentive to students whose parents attend the meetings where program choice will be explained and forms completed. The parent meetings are also held before and during Parent Teacher Conference Night and afternoon. Room 415 is available for all ESL parents who need to be fully informed regarding program choice and complete a form. If the parent does not come to the school. Continued outreach will be done by the ESL teacher and Ms. Mullen. Parents are also invited to Informational sessions, celebrations and showcases of student work and theatrical and cultural events to promote involvement and visits to the school. If the parent cannot be contacted and the parent selection form is not completed the default program choice is TBE Translational Bilingual Education.
5. Each student will have a clear plastic folder with the name labeled. The entitlement letters and parent survey forms will be stored in the folders and placed in a binder and kept in room 415. Entitlement letter copies and copies of the Parent Survey and Selection Forms will be collected by Ms. Ruano, ESL teacher and stored in the student folder in room 415

IV. Placement of Identified ELL Students:

1. According to the results of the hand scored LAB-R based on the raw scores and corresponding levels indicated in the LAB R test administration memo, ELL students are placed, Scores are later checked on ATS (RLAB) once tests have been submitted and any exam errors are corrected. The placement letter found on the DOE website and the EPIC Guide, is mailed to the parent in the parent's home language. Students are placed in one of three levels of McKee's Free Standing ESL program. Placement letters are filed in the student's individual folder and placed in a binder in 415
2. ELL students entering McKee High School from another NYCDOE school are placed in the ESL Instructional Program as per the level of proficiency on the NYSESLAT which is checked using RNMR on ATS. Placement letter is then sent as indicated above.
3. Placement letters for students are stored in the student's clear plastic folder in the binder in room 415. Continued Entitlement Letters are mailed home in the parent's home language for students who continued to be entitled based on the NYSESLAT. The Continued Entitlement Letters are placed in the student's clear plastic individual folder and placed in a binder in 415. Throughout this process the parent selection forms are monitored to ensure that a program will be opened when the school has the required number of parents requesting TBE of Dual Language.

V. Parent Survey and Program Selection Form Trend:

1. Parent choice is monitored on a regular basis and at the end of each term with an eye towards future programming. The trend in the parent selection rate for the last two years has been for the ESL selection.

VI. Program Alignment:

1. The program selection forms that have been returned over the past 2-3 years indicate Free-Standing ESL. . Parent meetings, at which program choices will be explained, will be offered on Saturdays, evenings and weekdays each term. Ms. Ruano and Ms. Mullen will hold on to one meetings as parents register their children

2. Intensified efforts for the 2011-2012 school year will include collaborative efforts with the school Community Based Organization, Hospital Audiences Inc. McKee has established a partnership with Hospital Audiences Inc. as part of a New York State Education grant. Many of the ELL students participate in the program's activities and events. Plans are being made to invite ELL parents to see the program and attend theatrical events and trips. All CBO special invitations to ELL parents will be translated in the home language. When parents attend CBO events time can be used to hold the parent meeting and the parent can complete the selection form.

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 type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input 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	26	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	14

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	3			9		3	14		8		26
Total	3	0	0	9	0	3	14	0	8		26

Number of ELLs in a TBE program who are in alternate placement: 4

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

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
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	
	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										7	4	2	8	21
Chinese											1			1
Russian														0
Bengali														0
Urdu														0
Arabic											1	1		2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish											1			1
Albanian														0
Other											1			1
TOTAL	0	7	8	3	8	26								

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

A. Programming and Scheduling Information

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?

Programming and Scheduling:

1 a) The organizational model used at McKee is the traditional push in model (in the Spring Term). The ELL teacher pushes into the ELA and Math classes. This fulfills one full period of the required periods.

1 b) McKee High School offers a freestanding ESL program. There are three levels in the program. Students are grouped homogeneously according to Language proficiency level. The ESL model at McKee consists of traditional ESL classroom instruction in English with Native Language support. One ESL class period has mixed profieency levels. The ESL teacher differentiates through the use of the Achieve 3000 differentaited reading program and by providing students with multiple options and avenues for acquiring content and developing products. The ESL instructor uses ELA and ESL methodologies with the appropriate ESL strategies. Students progress is carefully monitored by Ms. Mullen and the Guidance staff (Ms. Miller or Ms. Ippolito) to ensure that they are receiving the mandated number of instructional minutes. An Organizational model used to delivered instruction is the traditional push in model. In the spring term, the ESL teacher will push into the ELA and Math classes . One of the required periods required as per the proficiency level is fulfilled through the push in model.

- 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, Kaplan and AVID strategies. Instructors also use the mini- lessons, direct instruction incorporating the Vgosky 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

A. Programming and Scheduling Information

with content area teachers to target instruction in content area skills and knowledge areas where ESL students are not proficient. The content area teacher delivers instruction to the ESL students in their classes by providing additional visuals and using bilingual dictionaries. ESL students attend content area classes where the teachers are required to scaffold the content for ELL students using visuals, graphics, bilingual dictionaries and AVID methodologies. Native language support is provided through the use of Pearson content area texts, iPads and content bases selections on the Achieve 3000 Differentiated REading program, with native language support

4. ESL students are evaluated in their native language by taking portions of the content area regents exam as a formative assessment in the native language. Additionally, through the use of translational software, students take content area tests in the native language.

5. Differentiated Instruction for ELL students

The ELL students receive differentiated instruction through the use of Achieve 3000, a differentiated reading program. Additionally, students have participated in Learning Styles Inventory and the results shape instruction. The ESL teacher uses formative assessment on a daily basis for purposes of informing instruction and learning. ESL instructor provides different avenues for students to acquire content and produce work products. Visuals, graphics, workbooks, Costa's Levels of Questioning, audio and technology are among the instructional strategies used to regularly differentiate instruction for all of the subgroups:

a) Currently, McKee does not have any SIFE students. Procedures and practices in place to meet the language acquisition needs of potential SIFE students are daily ESL instruction, Rosetta Stone English software and Heinle Pamphlet Library with visuals. Additional support includes after school tutoring and the PPT team and Special Education Team as needed depending on the needs of the student.

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.

The newcomer ESL student is also assigned a staff mentor. The newcomers are provided with access to iPad2 and applications specifically aimed to support language acquisition and the newcomers are included in the Title III program which provides trips and theatrical workshops to build application of English Language Skills, with Native Language Support. In the spring term, the ESL teacher will push into the ELA classes of newcomer students to provide instructional support.

ELL students who have passed the NYSESLAT examination are carefully monitored in terms of academic progress by the Guidance Counselor (Ms. Miller 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 two years during this translational phase. Targeted interventions are provided for students, based on the data from progress reports and consultation with content area teachers. ESL students will have access to iPad 2 with applications specifically aimed to assist ESL students with language acquisition, such as idioms and content area vocabulary. All programs are offered in English with prescriptive support in Spanish as needed. Title III programs offer the opportunity for students to go on trips for students to build community awareness and practical application of English Language Skills. In addition to the Title III Program, Ms. Mullen co applied for a state grant with the CBO Hospital Audiencess, Inc. The grant now provides an extended school day program which provides tutoring, college trips and theatrical events for ESL students.

c) There are 9 ELL students receiving 4-6 years of service and 14 long term ELL students (more than 6 years). ESL teachers utilize daily formative assessments to provide targeted instruction to improve language acquisition skills. Additionally, analysis of former NYSESLAT

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%	ELL Subgroups with the class as necessary.
75%	
50%	
25%	
Native Language Usage/Support	Dual Language
100%	Long term students (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. AVID Methodologies and strategies are used to
75%	
50%	
25%	
Native Language Usage/Support	Freestanding ESL
100%	

A. Programming and Scheduling Information

promote language development and build critical thinking skills. Long term ELL students are required to attend after school Native Language Arts Program. The Achieve 3000 Differentiated Reading Program with Native Language Support is used to develop content

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

8.

Targeted interventions for ELL students in ELA and other content areas include both in class and after school tutoring with Native Language support. The ESL instructor uses Pearson content area texts. The ESL teachers uses visuals, graphic organizers, ipads, AVID strategies, and content area reading selections available in the Achieve 3000 Differentiated Reading Program. The ESL instructor works collaboratively with the content area teacher. ESL and content area teacher communicates in teacher teams and relevant student data is available through the web based datacollection system now available to all teachers at McKee. Push in into a content area subject is planned for the spring term in preparation for the June Regent Examinations. ESL and content area teachers differentiate instruction for Newcomers,

9. Last year 8 ESL students achieved proficiency on the NYSESLAT examination and will receive support through the following interventions

All students are identified and each of their content area teachers are notified. Content area instructors will be invited to attend both in house and external PD focusing on support strategies for the identified students. Content area teachers will be given access to the Achieve 3000 Differentiated reading program so that former ELL students can continue the literacy (reading writing and listening) five step process they engaged in during their time in the ESL class. All former ELL students are assigned a staff mentor within the grade teams to ensure that their progress is monitored via the individual student data and all resources are utilized. CBO, Hospital Audience Inc. will provide after school tutoring for the identified students. Staff translators will continue be used strategically to promote student understanding. All former ELL

. Former ELLs will continue to receive the necessary, allowable, testing accommodations for two years after they have reached proficiency on the NYSESLAT. Former ELLs also participate in our extended school day program to strengthen their English language skills.

10./11. The Achieve 3000 Differentiated REading program will be continued for the upcoming school year. The program as part of the class instruction provides a high level of student engagement in reading, writing, responding and discussing of content. To further promote these strategies, the use of AVID strategies such as the Socratic Seminar will be incorporated into the ELL classes. The AVID WICR (writing, inquiry collaboration and reading) will be incorporated into the ESL classes. This improvement will require additional steps as the ESL teacher who was fully trained in the AVID WICR methodologies in June 2011 at a full week professional development in Atlanta, has taken another position as an ESL coordinator, Ms. Mullen, A.P. will work closely with Ms. Ruano, present ESL teacher to ensure that she has working knowledge and increasing command of the AVID methodologies. Ms. Ruano, ESL teacher will also continue use of Scope and Action magazine weekly publications from Scholastic Step by Step Writing) Finally, Ms. Mullen, a member of the school's Core Curriculum Team will work closely with Ms. Ruano to develop units for the ESL students based on the CCLS, with the necessary scaffolding and interventions for the ESL students.

12. Steps taken to ensure that ESL students are afforded equal access to all programs include all of the following.

ELL students are part of our school wide initiatives using AVID methodologies and focusing on addressing the modalities and college readiness. This includes

Cornell Note Taking

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

8.

Targeted interventions for ELL students in ELA and other content areas include both in class and after school tutoring with Native Language support. The ESL instructor uses Pearson content area texts. The ESL teachers use visuals, graphic organizers, ipads, AVID strategies, and content area reading selections available in the Achieve 3000 Differentiated Reading Program. The ESL instructor works collaboratively with the content area teacher. ESL and content area teacher communicate in teacher teams and relevant student data is available through the web based data collection system now available to all teachers at McKee. Push in into a content area subject is planned for the spring term in preparation for the June Regent Examinations. ESL and content area teachers differentiate instruction for Newcomers,

9. Last year 8 ESL students achieved proficiency on the NYSESLAT examination and will receive support through the following interventions

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Former ELLs will continue to receive the necessary, allowable, testing accommodations for two years after they have reached proficiency on the NYSESLAT. Former ELLs also participate in our extended school day program to strengthen their English language skills.

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Cornell Note Taking

Costa's Level of Questions

Socratic Seminar

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NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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)?
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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?
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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

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2. Due to the success of the New York state grant application, there is a tremendous opportunity to effectively engage parents, specifically our ESL parents. The CBO, Hospital Audiences Inc. as a collaborative partner will provide opportunities for parents to visit the after school program and attend special trips and events both in the building and off site (theater, sporting events). A large percentage for our ELL students have been engaged by the CBO and attend the after school workshops and trips regularly. Communication between the ESL teacher and the ESL parents increased parent trust and gave shape to the plan to invite parents (in their home language) to attend HAI/McKee events and visit the program. ESL students, along with other McKee students, regularly attend workshops, theatrical

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3. The Learning Environment Survey is examined to identify the needs of the parents. Students are asked for suggestions and insight into identifying the needs of parents. This information is used to shape and tailor activities for parents.

4. Our parental involvement activities are based solely on the needs of our students and families. McKee is constantly working towards increasing parent involvement and providing families with meaningful resources.

and visited museums

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
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	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%	
25%	
	Dual Language
100%	Page 43
75%	
50%	
25%	

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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

1.
ESL teachers, content area teachers and teachers of ELLs who have newly tested proficient on the NYSESLAT will receive professional development that will promote ESL proficiency, support post ELL success, and prepare both for the Regents Examinations. The Professional development will be offered in house and off site. Professional development planned for the fall term is to invite content area teacher of ELL students to the monthly AVD PDP sessions where the AVID team will demonstrate the Socratic Seminar, and literacy strategies such as numbered paragraph and marking the text. Additionally, Title iii funds will be used to provide coverages for teachers of ELL students and content area teachers to attend a combination of PD offered by the Office of English Language Learners and AVID ELL Strand Professional Development on January 31st. Other examples of professional development are Demonstration Lessons, and viewing of video at Grade Team Meetings. This planned professional development time will provide the 7.5 hours as per Jose P. Sign In sheets for each teacher indicating the day time and topic of the Professional Development will be recorded. If the PD is off site, a copy of the certificate is placed in the teacher's file and kept in room 415. Ms. O'Halloran, secretary, is compiling a list of teachers that need to receive training.

Secretaries will be sent to available and relevant training on January 30th and June 7th. Additional Professional Dates for the year are November 8th- Achieve 3000 Differentiated Reading Program with native language support attended by ESL teacher and content area teachers.

January 30th- AVID ESL Pathway training

2. All ELL students have a staff mentor. The mentor, as well as the Guidance Counselor meets with students to offer support with admission essay writing and helps students to gain knowledge of how the post secondary system operates and the differences between high school and college. ELL students are strongly encouraged to enroll in the College Now Student Development course (offered at McKee) and the summer Presidents' Prep Program (offered off site - on campus) in collaboration with Kingsborough Community College. Ms. Mullen provided Ms. Ruano, ESL teacher, with the access code for Kaplan prep course in the Native Language. (Spanish) ESL students were given the codes. Ms. Mullen arranges for college visits to the ESL classes from Berkeley and Kingsborough Community College.

3. All teachers of ELL students, including paras, assistant principals, and special education teachers at McKee High School must complete 7.5 hours of professional development focusing on ELL teaching strategies. A sign in and agenda /copy of certificate will be placed in the teacher's file. A copy will be maintained in room 415.

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

1.
2. Due to the success of the New York state grant application, there is a tremendous opportunity to effectively engage parents, specifically our ESL parents. The CBO, Hospital Audiences Inc. as a collaborative partner will provide opportunities for parents to visit the after school program and attend special trips and events both in the building and off site (theater, sporting events). A large percentage for our ELL students have been engaged by the CBO and attend the after school workshops and trips regularly. Communication between the ESL teacher and the ESL parents increased parent trust and gave shape to the plan to invite parents (in their home language) to attend HAI/McKee events and visit the program. ESL students, along with other McKee students, regularly attend workshops, theatrical

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3. The Learning Environment Survey is examined to identify the needs of the parents. Students are asked for suggestions and insight into identifying the needs of parents. This information is used to shape and tailor activities for parents.

4. Our parental involvement activities are based solely on the needs of our students and families. McKee is constantly working towards increasing parent involvement and providing families with meaningful resources.

and visited museums

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)										4	1		1	6
Intermediate(I)										1	1	2	3	7
Advanced (A)										2	5	2	4	13
Total	0	0	0	0	0	0	0	0	0	7	7	4	8	26

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

NYSESLAT Modality Analysis

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

New York State Regents Exam

Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8		2	
Integrated Algebra	15		6	
Geometry	5		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	6		1	
Living Environment	12		2	
Physics				
Global History and Geography	6		1	
US History and Government	14		4	
Foreign Language	7		6	
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	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 questions 1-6 here

1

ESL students will take the ELL Periodic Assessment in October and again in the spring term. The data will identify strengths and weaknesses in student reading, writing, and listening skills relative to the ELA Regents examination, specifically in reading non-fiction

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.

2 of the 8 ELL students who sat for the ELA exam passed. This compares to 73% of the general population who passed the ELA exam. 6 of 15 ELL students passed the Math (Integrated Algebra exam). This compares to 76% passing rate in the general population. ELL performance on the History, and Science exams also fall below the passing rate for the general population. This data is communicated to teachers via the grade teams and the department teams. Also communicated is the 6 out of 7 ELL students who sat for the Foreign Language Regents Examination passed the exam. This data emphasizes the need for all teachers of ELL students to differentiate instruction based on shared ESL methodologies for ESL students. Grade team and department team meetings are the venue for both school leaders and staff to share effective ELL instructional strategies learned at PD (both on and off site) as well as those effectively used in the classroom. Additionally, as each ELL student is to have a staff mentor and a student folder, the student work collected in the folder will be a rich formative assessment source to be accessed by the student's teachers and used as a basis to differentiate and tailor instruction.

5/ N/A

6. SPaste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharon A. Henry	Principal		1/1/01
Noreen D. Mullen	Assistant Principal		1/1/01
N/A	Parent Coordinator		1/1/01
Ms. Ruano	ESL Teacher		1/1/01
Particia Manley	Parent		1/1/01
Mr. Nestlebaum	Teacher/Subject Area		1/1/01
Ms. Terminiello	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Ippolito	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Ms. K. Eberlein	Other <u>A.P. Special Ed</u>		1/1/01
	Other		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 31R600 **School Name:** McKee High School

Cluster: 4 **Network:** Mr. Ghroll

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 methodologies that are used to assess the school written and oral interpretation policy is to survey parents and students to confirm that the relevant materials are received by and communicated to families on an ongoing basis. The Learning Environment Survey is also reviewed. The following documents are readily available in the school and or are mailed home to parents or provided to parents at parent meetings

Parent Survey and Selection Form	(translation available on DOE website- distributed at parent meetings)
Entitlement Letter	(translation available on DOE website- mailed home and distributed at parent meetings)
Continued Entitlement Letter	(translation available on DOE website- mailed home and backpacked)
Placement Letter	(translation available on DOE website)
Parent Brochure	(translation available on DOE website- available in room 121- parent greeting room and distributed at parent meetings)
Home Language Identification Sur	(translation available on DOE website- distributed at parent meeting)
Respect for All Pamphlets	(cafeteria , Peer mediation center in Spanish, Arabic and Chinese)
Discipline Code	(Spanish, Arabic- available in room 121)
Permission slips	(DOE Translation Unit)
Report Card Narratives	(sending to DOE Translation Unit)
Instructions for Extended or Special Projects	(sending to DOE Translation Unit)
Meeting announcements	(DOE Translation Unit)
Health Information	(DOE Translation Unit)
Dsicipline Letters	(DOE translation Unit)

The primary language spoken by the parent is determined by the HLIS. Parents indicate whether their preference for communication with the

school. Presently, there are 22 ESL students . Four parents require English translation, 2 Arabic, 1 Tamil and fifteen parents require Spanish translations.

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.

60% of ESL students verified that the parent invitation letters were received. Only 25% of the students surveyed indicated that the phone messenger invitation was verified. The findings will be conveyed to the cabinet at the cabinet meeting scheduled for December 4th, 2011. Plans will be made to ensure that more accurate parent contact information is obtained.

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.

The school will utilize the NYCDOE Translation Services as cited above. For more standard translation needs the school will utilize the DOE website- EPIC toolkit. Entitlement and Continued Entitlement Letters are readily available on the EPIC Toolkit. Parent Letters and permission slips are sent to DOE translation unit as early in the term as possible. If there is not enough time to translate certain letters, bi lingual school staff will be utilized.

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.

The school will provide translation services in Spanish by a certified ESL teacher and or a certified teacher of Spanish. All other translation needs will be addressed through the NYCDOE translation services. All parent meetings that require oral translation will utilize staff translators in Spanish and will utilize the NYCDOE translation service phone conference for other languages. All teachers are provided with the phone number for the DOE Translation and Interpretation services. A memo is issued before all open school conferences and the number is issued via email to all staff as a reminder that this service is readily available to communicate more effectively with the parents of our ESL students.

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>.

Parent Survey and Selection Form, HLIS, Entitlement Letter, Continued Entitlement Letter, Non- Entitlement letter, Placement Letters, and Title iii letters and Parent Meeting Letters and Important Test Date Letters are provided for parents in the home language. The Parent Survey and Selection Forms and HLIS are completed at the time of registration. All other letters are mailed and backpacked to the home. The Parent meeting letters, Title iii letters and Test Date Letters are translated by NYCDOE translation services. Parent Brochures, NYCDOE Discipline Code are available in Spanish, Arabic and Chinese. These Documents are available in room 121/Parent Greeting Room. They are also provided at Parent Meetings and Backpacked home.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Ralph McKee High School	DBN: 31r600
Cluster Leader: Chris Kroll	Network Leader: William Bonner
This school is (check one):	
<input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other: PUSH IN
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: RATIONALE FOR The Direct Instruction Model

- The Direct Instruction Program for the Title iii after school program emerges from an embedded, successful and proven to be sustainable school reform initiative, AVID. AVID has been a part of McKee High School for the last three years .9 staff members have received ongoing AVID professional development These staff members have applied the training successfully in their classrooms throughout the last 2.5 years. The students identified for the AVID program have been those who have not achieved at high levels due to a lack of sustained and effective intervention strategies. School and state examination data have proven that the AVID program and instructional interventions have been effective. The rationale using the AVID model of instruction for the Title iii Program is the belief that our ESL students can also achieve at high levels with the appropriate sustained and effective instructional support. AVID methodology is based on the pillars of Writing, Inquiry, Reading and Collaboration in each classroom lesson. Additionally, the use of the Cornell Note taking system is taught as an organizational and study tool. These components directly relate to the skills and proficiencies ELL students must learn, not only to pass the NYSESLAT but also to pass state examinations and successfully graduate from high school as college and career ready students. AVID methodologies provide instructional support at increasingly rigorous cognitive levels to provide rigor and help students achieve in the content areas as well as English Language Arts.

- An additional component of the title iii supplemental program will be to provide push in services by the ESL teacher. The ESL teacher will utilize the AVID methodologies to support the learning and acquisition of literacy strategies for ESL students in the ELA and Math classes preparing for state regents examination. Push in services will be provided 4 periods a week.

Subgroups and Levels of Students

Part C: Professional Development

There are 15 students targeted for the Title iii Supplemental After School Program. The subgroup of each student is ELL and the Levels of the students are as follows

- Proficient – 2 (missing ELA Regents Examination
- Advanced- 6
- Intermediate -4
- Beginner- 4

Schedule and Duration:

- The Title iii supplemental program will run from February to June 2012 from 3:00-4:00pm Monday through Thursdays. The total number of hours of supplemental instruction will be 68. This supplemental instructional time will be further extended with an additional 68 hours of small group and one to one tutoring through the school CBO, HAI from 4:00-5:00 on each day the Title iii program runs.
- The Push In services will be provided by the certified ESL teacher 3 days a week beginning in February 2012 trough June 2012. There are

Language of Instruction:

Students will receive instruction in both Spanish and English. The number of students in the program whose native language is Spanish is

Number of Teachers:

The number of teachers directly funded by the Title iii funds will be 1 certified ESL teacher. However, due to a successful state grant application, content area teachers will be available for tutoring after school through the CBO, HAI. This resource will be a supplemental support for the ESL students in the Title iii after school program.

Materials:

- The AVID Write Path ESL student Guide and Teacher’s Manual
- Cornell Note Taking CD
- AVID College and Career Readiness: Strategies for Success
- Use of Ipad 2 with the use of one dozen apps to support ESL students.

Part C: Professional Development

RATIONALE FOR PROFESSIONAL DEVELOPMENT

• The Professional Development component to support the Title iii program emerges from an embedded successful and sustainable school reform initiative, AVID. AVID has been a part of McKee High School for the last three years .9 staff members have received ongoing AVID professional development These staff members have applied the training successfully in their classroom throughout the last 2.5 years. The students identified for the AVID program have been those who have not achieved at high levels due to a lack of sustained and effective intervention strategies. School and state examination data have proven that the AVID program and instructional interventions have been effective. The rationale for offering AVID PATHWAY ESL STRAND Professional Development is the belief that our ESL students can also achieve at high levels with the appropriate sustained and effective instructional support. AVID methodology is based on the pillars of Writing, Inquiry, Reading and Collaboration in each classroom lesson. These components directly relate to the proficiencies ELL students must learn, not only to pass the NYSESLAT but also to pass state examinations and successfully graduate from high school as college and career ready students. AVID methodologies provide instructional support at increasingly rigorous cognitive levels to provide rigor and help students achieve in the content areas as well as English Language Arts.

Teachers to Receive Training

- Certified ESL Teacher
- 4 ELA teachers of ESL Students
- 4 content area teachers of ESL students

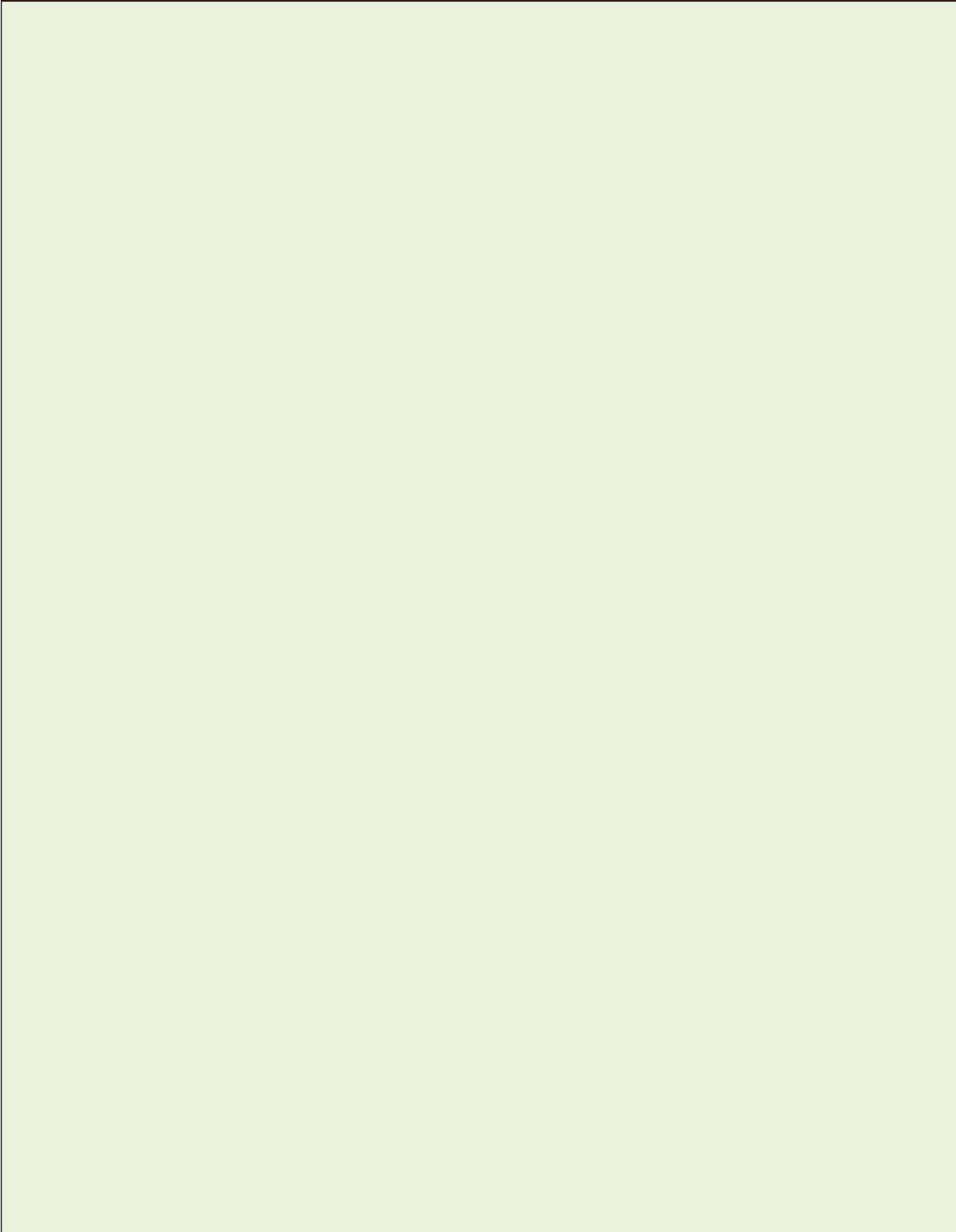
AVID PATHWAY TRAINING: ESL STRAND: JANUARY 31, 2012

- Follow up, support, and continued professional development from Ms. Mullen, Assistant Principal, ELA/ESL, AVID Trained
- Attendance at AVID teacher team/Site team monthly meetings throughout the Spring Term.
- Attendance at the AVID Summer Institute in Philadelphia in June 2012 for continued sustained professional development(Ms. Ruano, Certified ESL teacher and Ms. Mullen, A.P will attend.

TOPICS TO BE COVERED on January 31st

- Literacy Strategies
- Use of Visuals/Graphic Organizers
- Speaking and Listening Strategies
- Collaborative Learning
- AVID Tutorial Methodology
- Critical Reading Strategies
- Costas Levels of Questions
- Use of Cornell Note Taking System (sustained use)
- Interacting with Cornell Notes
- Learning Logs (cognitive areas)

NAME OF PROVIDER: AVID



Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent Engagement

The rationale for the parent engagement initiative is to offer parents something more than a meeting at which they are just simply given information about test dates, schedules and progress reports. While all of this information is crucial and needs to be provided, the impetus for this year's parent engagement effort is to provide useful training on how to monitor student's progress, (though the use of skedula) college and career readiness for ESL students (via AVID) and perhaps most importantly to celebrate our ESL students' accomplishment. Additionally, in collaboration with the CBO, HAI, McKee would like to include parents in theatrical and cultural trips.

Schedule and Duration

Beginning on December 3, 2011 through May 2012, Ms. Henry, principal and Ms. Mullen A.P. have invited our ESL parents to come to McKee any Saturday to learn about the Pupil Path feature on Skedula. This will enable parents with computer access to monitor student progress and email teachers from the convenience of their homes.

In addition to the open door for our ESL families every Saturday morning from 10:00 am to 12:00pm, six ESL parent meetings have been scheduled. The dates of the meetings are

Thursday, October 27th 4:00pm- 5:30pm
Saturday, November 12th 10:00am-12:00pm
Saturday, December 10th 10:00-12:00pm
Thursday, January 12th 10:00-12:00pm
Wednesday, February 15th 5:00- 6:00pm
Thursday, March 22 nd 5:00-6:00pm
Saturday March 24th 10:00-12:00pm

Topics to be Covered:

- Student progress and important exam dates: State exams and NYSESLAT
- Review of Student scholarship Reports
- Showcase or celebrate student's accomplishments both academically and within the school community.
- Information on the CCLS for all students
- Showcase how our ELL students are meeting the CCLS in the classroom.
- Showcasing student projects completed in the ESL and or Title iii program and how these projects meet the CCLS
- Role play facilitated by the HAI teaching artists (bilingual artists)
- Writing a 2 voice poem in the native language (student/parent/guardian)
- ESL students teaching parents how to take Cornell Notes.

Name of Provider: Community Based Organization, HAI and McKee High School

Part D: Parental Engagement Activities

Parents will be notified through the following methods

- Backpack written notification in the home language
- Mailed letters translated into the home language
- Phone Messages- translated into the home language

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

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) <ul style="list-style-type: none"> • Per session • Per diem 	<u>68 hours of teacher per session and 74 hours teacher per session for push in services.</u>	<u>74 hours teacher per session for coverages are consigned for the push in component title iii program . 68 hours of teacher per session are consigned for the after school Title iii supplemental program</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$2,000.00 : AVID Pathway Training ESL strand</u>	<u>ESL Teacher, AP and 4 content area teachers of ESL students to be trained at AVID Pathway ESL strand on January 31st.</u>
Supplies and materials <ul style="list-style-type: none"> • Must be 	<u>\$498.00</u>	<u>AVID Write Path Library for English Language Learners.</u>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none"> • Additional curricula, instructional materials. • Must be clearly listed. 		<u>AVID College and Career REadiness Materials for all students.</u> <u>AVID Cornell Note Taking System DVD</u> <u>AVID Cornell</u>
Educational Software (Object Code 199)	??????	<u>AVID DVD Cornell Note Taking System</u>
Travel		
Other	<u>Translation and Interpretation Services</u> <u>15 hours teacher pes session 748.00</u> <u>5 hours Guidance Counselor per session 262.55</u> <u>School aid: 10 hours -210.00</u> <u>Supplies 200.00</u> <u>Translation:\$100.00</u> <u>787.65 (supervisor)</u> <u>15 hours Supervisor per session</u>	<u>??Per session for teacher, supervisor, guidance counselor, school aide are consigned for the ESL parent meetings after school and on Saturdays.</u> <u>Supplies: White board and chart paper will be purchased to support the instruction in the Title iii supplemental program???</u>
TOTAL	<u>11,200 for Title iii</u> <u>2,365.00 for Translation Services</u>	