



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** WILLIAM MCKINLEY IS 259

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 20K259

**PRINCIPAL:** JANICE A. GEARY

**EMAIL:** [JGEARY@SCHOOLS.NYC.GOV](mailto:JGEARY@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** KARINA COSTANTINO

### 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
Janice A. Geary	*Principal or Designee	
Anthony DeBenedetto	*UFT Chapter Leader of Designee	
Marguerite Magalhaes	PA/PTA President or Designated Co-President	
Josephine Mendola	DC 37 Representative, if applicable	
n/a	Student Representative ( optional For elementary and mid schools; A minimum of two members Required for high schools	
Nadine Bohsali	CBO Representative, if applicable	
Carney Haberman	Member/CSA	
Dana DiCarlo	Member/UFT	
Danielle Turner	Member/UFT	
Richard Castellano	Member/Parent	
Lynore Cohen	Member/Parent	
Scott Nastro	Member/Parent	

Lisa Tomasetti	Member/Parent	
Laurie Windsor	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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.
- By June 2013, every department team (ELA, Math, Social Studies, Science) will develop three rigorous, engaging and coherent CCLS aligned units of study.

### **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.
- The 2012-2013 Citywide Instructional Expectations require students in grade 6-8 will experience eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science. In order to best prepare our students each department will prepare a third unit of study in addition to the two required. These units will culminate in a performance task and will be aligned to the Common Core State Standards.

### **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) 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.
- Design teams have been organized by grade level and content area to create a minimum of three units of study.
- Teams meet weekly both in school and as an after-school per-session activity.
- Teams have been trained to review instructional materials to support students in accessing complex texts; utilize text dependent questions to further classroom discussions; use citation from a variety of sources to support a stance, create and align instructional and assessment performance tasks with the CCLS; create core aligned rubrics specific to each task, utilize Bloom's/Webb's DOK to ensure rigor and apply UDL strategies, creating multiple entry points/differentiation for all students.
- Units will be implemented as they are completed during the 2012-2013 school year.
- Literacy classes will use the web-based Achieve 3000 which provides specific individual differentiated online instruction to improve students' reading and writing, and prepare them for college and career readiness and success.
- ELA and Math Ambassadors will partake of professional development provided by Network Achievement Coaches to address the nuances of the CIE and shifts in academic rigor.
- Responsible staff members include: UFTTC Staff Developer, Lead Teacher, Principal and Department Chairs, design team staff.
- Timeline: Between September 2012 and June 2013.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- As a school-wide program school, McKinley parents will be involved in decision making through active participation in the School Leadership Team and PTA.
- A parent member of the School Leadership Team will be identified as the Title I representative and will report to the Team all Title I updates.
- Continuous opportunities providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children will be provided for parental involvement and education through outside residencies and guest speakers at PTA Meetings, Special Education, ELL orientation/update meetings, etc. Meetings will be alternated between mornings and evenings. Translators will be provided to reach all parents.
- The Parent Coordinator and Principal will ensure the timely communication of pertinent information through the school website, newsletters, phone master system, the collection of a parent email database and letters home.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy     X   Title I              Title IIA              Title III              Grants     X   Other

If other is selected describe here:

ARRA

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.
- Guidance counselors have created a program for at risk students, including Students in Temporary Housing and turnkey anti-bullying strategies to the student body.
- Tax levy, Title 1 and ARRA monies will support personnel services and per session activities of the various teacher teams involved in researching and creating instructional, embedded and performance tasks aligned to CCLS as per Citywide Instructional Expectations.

## **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.
- By June 2013, teachers will be provided with professional learning opportunities and support through at least four frequent cycles of observation, and actionable feedback to improve their practice as evidenced by improvement noted on a research based rubric.

### **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 needs assessment survey, a plan targeting the individual professional development needs of the staff is planned to support the improvement of teaching and learning in alignment with the Danielson Framework.

### **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) key personnel 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.
- Five planned early dismissals to further professional development goals as well as the November (Election Day) and June professional development days focusing on the demands of the CCLS, Citywide Expectations and an understanding of Charlotte Danielson's Framework for Teaching, a research based rubric.
- Conduct a needs assessment survey targeting the individual professional development needs of the staff.
- Provide in-house professional development support beginning in September 2012 so that all teachers can have the opportunity to attend continuous job-embedded PD designed to suit their particular needs.
- Focus on enhancing professional practice by concentrating on Domain 3-Instruction, Questioning and Assessment from Charlotte Danielson's Framework for Teaching, a research based rubric.
- Effectiveness will be measured through both informal and formal observations that follow.
- Develop professional learning communities for teachers to discuss, collaborate and share best practices specific to student populations.
- Offer professional development workshops through UFTTC Staff Developer, Lead Teacher, Department Chairs, DOE, and CFN targeting the needs and interests of the faculty.
- Responsible staff members include: Principal, UFTTC Staff Developer, Lead Teacher, and Department Chairs.
- Timeline: Between September 2012 and June 2013.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- As a school-wide program school, McKinley parents will be involved in decision making through active participation in the School Leadership Team and PTA.
- A parent member of the School Leadership Team will be identified as the Title I representative and will report to the Team all Title I updates.
- Continuous opportunities providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children will be provided for parental involvement and education through outside residencies and guest speakers at PTA Meetings, Special Education, ELL orientation/update meetings, etc. Meetings will be alternated between mornings and evenings. Translators will be provided to reach all parents.
- The Parent Coordinator and Principal will ensure the timely communication of pertinent information through the school website, newsletters, phone master system, the collection of a parent email database and letters home.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.
- Guidance counselors have created a program for at risk students, including Students in Temporary Housing and turnkey anti-bullying strategies to the student body.
- Tax levy and Title 1 monies will support personnel services for those responsible for overseeing and conducting professional development workshops, providing substitute coverage for teachers attending workshops, OTPS for consumable supplies necessary to instruction and to conduct said workshops.

### **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.
- By June 2013 all (100%) teachers will have communicated with parents several times during the year through midpoint progress reports in order to develop a positive parent-school relationship demonstrated by a 2% increase in parent involvement through Parent Teacher Association (PTA) Meetings held alternately during the day and evenings, parent workshops and parent-child events.

#### **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.
- Although the NYC School Environment Survey indicates that McKinley scored above average in all categories for all Middle Schools in the city for Parents, there remains a need to increase parent involvement so as to create a community facility that welcomes our immigrant population.

#### **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) key personnel 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.
- Reach out to all parents by developing themed PTA meetings every month.
- Effectively communicate with all parents through newsletters, phone calls, phone bank messages and eChalk, a web-based school site. eChalk is an online network designed specifically for K-12 learning communities. eChalk connects administrators, teachers, students and parents within the school, district, or state in a secure online environment that is designed to streamline instruction, communication and professional development. eChalk's resources include websites, email systems, intranets and Web 2.0 technologies as well as web based translation services.
- Continually update information on eChalk.
- Provide translated copies of all notices in Arabic, Chinese and Spanish.
- Provide translation services for parents during Parent-Teacher Conferences and PTA meetings.
- Hold school events that encourage parental participation including: the Spring and Winter Concerts, School Play, Parent-Child Workshops, etc.
- Parents will be informed of curriculum goals and grading policies by each department.
- Parents will be informed of their child's learning needs, assessment results and attendance data through midpoint progress reports on a quarterly basis.
- Timeline: Between September 2012 and June 2013.

- Five parent workshops provided by the Leadership Program (21<sup>st</sup> Century Grant) will provide support for positive parenting skills.
- School leaders, SAT, guidance counselors, SAPIS worker and teachers will ensure that students and their families are aware of promotion standards and of the supports available to help them succeed.
- Increase communication via email, school website and newsletters with parents to foster contact and maintain an above average rating on the Learning Environment Survey.
- Responsible staff members are Principal, A.P.'s/Department Chairs, Guidance Counselors, SAPIS worker, Parent Coordinator and staff.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- As a school-wide program school, McKinley parents will be involved in decision making through active participation in the School Leadership Team and PTA.
- A parent member of the School Leadership Team will be identified as the Title I representative and will report to the Team all Title I updates.
- Continuous opportunities providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children will be provided for parental involvement and education through outside residencies and guest speakers at PTA Meetings, Special Education, ELL orientation/update meetings, etc. Meetings will be alternated between mornings and evenings. Translators will be provided to reach all parents.
- The Parent Coordinator and Principal will ensure the timely communication of pertinent information through the school website, newsletters, phone master system, the collection of a parent email database and letters home.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

- Guidance counselors have created a program for at risk students, including Students in Temporary Housing and turnkey anti-bullying strategies to the student body.
- Tax levy and Title 1 monies will support personnel services of staff responsible for overseeing student activities, providing translations, coordination with PTA, and School Leadership Team. OTPS for consumable supplies necessary.
- A federally funded 21<sup>st</sup> Century Grant provides for five Building Family workshops designed to enhance parenting skills and provide parents with information regarding technology, bullying, family fitness, cyber safety and gang awareness.

## **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.
- By June 2013 all teachers of math, including CTT and self-contained staff, will collaborate in the design of assessments, analysis and development of learning goals to target student needs in 8<sup>th</sup> grade math for students with disabilities.

### **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.
- Performance on the NYS Math exam has dipped for SWD in math over the last two years. In 2010-11 38% of this student group scored at a level 3 this fell to 34% for the 2011-12 school year. Level 1's increased from 15% to 21% over the two years.

### **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,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.
- 90 minute instructional blocks
- Focus on enhancing professional practice by concentrating on Domain 3 – *Instruction, Questioning and Assessment* from Charlotte Danielson's *Framework for Teaching*, a research based rubric.
- Teachers will meet weekly in teams to review and plan units of study aligned to the Math department and CCLS.
- Math/Special Ed, CTT Teachers will develop three Common Core-aligned units of study that provide multiple points of entry into units and incorporate opportunities for students to conduct research and use supporting evidence.
- Develop and disseminate rubrics that will reflect the components of the CCLS.
- Align and analyze student portfolios with CCLS and Blooms/Webb's Depth of Knowledge during monthly department meetings in order to discuss best practices.
- Create professional learning communities to support best practices and follow research based inquiry between Collaborative Team Teaching Math classes and expand the inquiry process through weekly Professional Learning Communities in the pursuit of best practices in team teaching, data analysis, collaborative planning and development of three Math Performance Tasks.
- There will be evidence of Universal Design for Learning in unit implementation.
- Teachers will review student learning goals to determine best instructional strategies on a regular basis.
- Continue to incorporate technology by using the web-based program IXL Math for targeted instruction after school program.
- AIS targeting CTT students, SWD and holdovers.

- Maintain partnerships with Banking on our Future, sponsored by Capital One, providing financial literacy connections to real life experiences.
- Participate in the Wall Street Journal’s Stock Market Game.
- Provide during and after school remedial support targeting (but not limited to) the needs of SWD:
  - Tutoring for SWD
  - NJHS Peer Tutoring
  - Test Prep
  - IXL Math
- Provide counseling and support targeting the needs of SWD.
- Responsible staff members are Lead Teacher, UFT Staff Developer, Department Chairs, School Assessment Team, Parent Coordinator and Guidance Counselors.
- Timeline: Between September 2012 and June 2013.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- As a school-wide program school, McKinley parents will be involved in decision making through active participation in the School Leadership Team and PTA.
- A parent member of the School Leadership Team will be identified as the Title I representative and will report to the Team all Title I updates.
- Continuous opportunities providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children will be provided for parental involvement and education through outside residencies and guest speakers at PTA Meetings, Special Education, ELL orientation/update meetings, etc. Meetings will be alternated between mornings and evenings. Translators will be provided to reach all parents.
- The Parent Coordinator and Principal will ensure the timely communication of pertinent information through the school website, newsletters, phone master system, the collection of a parent email database and letters home.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
  - Select the fund source(s) that your school is using to support the instructional goal.
- Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III    Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.
- Guidance counselors have created a program for at risk students, including Students in Temporary Housing and turnkey anti-bullying strategies to the student body.
- Tax levy and Title 1 monies will support personnel services including those responsible for overseeing instructional activities. OTPS for instructional, books and test prep materials.
- 21<sup>st</sup> Century Grant monies provide the funding for the web-based IXL Math program to SWD, and general education students.
- Partnership with Banking on our Future sponsored by Capital One.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<b>ELA</b>	<p><b>AM Tutorial</b> - According to student need.</p> <p><b>Achieve 3000</b> - A web-based program designed to increase literacy skills. Extensions to core subjects including Math, Science and Social Studies are also available on this online program.</p> <p><b>Language Proficiency</b> – A literacy-based program targeting the needs of ESL students in speaking, listening and writing.</p> <p><b>Wilson</b> - Decoding/Reading, Encoding/Spelling, and reading comprehension.</p>	<p><b>AM Tutorial</b> - Small group instruction, and tutoring targeting the needs of level 1, low level 2, SWD and ELL students.</p> <p><b>Achieve 3000</b> - Individualized instruction according to program specifications.</p> <p><b>Language Proficiency</b> – Small group instruction.</p> <p><b>Wilson</b> - Small group instruction targeting level 1 students</p>	<p><b>AM Tutorial</b> - Before the beginning of the school day.</p> <p><b>Achieve 3000</b> - During the school day.</p> <p><b>Language Proficiency</b> – After school and Saturday mornings.</p> <p><b>Wilson</b> - During the school day.</p>

	<p><b>ELA Test Prep</b> - An after school, intensive test prep course immediately before the ELA test.</p> <p><b>NJHS Peer Tutoring</b> - Peer tutoring</p>	<p><b>ELA Test Prep</b> - Small group instruction.</p> <p><b>NJHS Peer Tutoring</b>-One to one peer tutoring.</p>	<p><b>ELA Test Prep</b> - After school activity</p> <p><b>NJHS Peer Tutoring</b>- During the school day.</p>
<b>Mathematics</b>	<p><b>AIS</b> - Small group tutoring</p> <p><b>AM Tutorial</b> – According to student need.</p> <p><b>IXL Math</b> - A web-based program designed to increase math skills.</p> <p><b>Math Test Prep</b> - Intensive test prep course immediately before the State Math test.</p> <p><b>NJHS Peer Tutoring</b> - Peer tutoring in math.</p>	<p><b>AIS</b> - Small group tutoring</p> <p><b>AM Tutorial</b> - Small group instruction targeting the needs of level 1, low level 2, SWD and ELL students</p> <p><b>IXL Math</b> - Small group instruction.</p> <p><b>Math Test Prep</b> - Small group instruction.</p> <p><b>NJHS Peer Tutoring</b> - One to one instruction.</p>	<p><b>AIS</b> - During the school day.</p> <p><b>AM Tutorial</b> - Before school.</p> <p><b>IXL Math</b> - After school</p> <p><b>Math Test Prep</b> - After school.</p> <p><b>NJHS Peer Tutoring</b> - During the school day.</p>
<b>Science</b>	<p><b>AM Tutorial</b> – According to student need.</p> <p><b>ILSE Test Prep</b> - Intensive test prep course immediately before the ILSE test.</p>	<p><b>AM Tutorial</b> - Small group instruction targeting the needs of level 1, low level 2, SWD and ELL students</p> <p><b>ILSE Test Prep</b> - Small group instruction.</p>	<p><b>AM Tutorial</b> - Before school.</p> <p><b>ILSE Test Prep</b> - After school.</p>
<b>Social Studies</b>	<p><b>AM Tutorial</b> – According to student need.</p>	<p><b>AM Tutorial</b> - Small group instruction targeting the needs of</p>	<p><b>AM Tutorial</b> - Before school.</p>

	<p><b>American History Regents Test Prep</b> – Intensive test prep course immediately before the regents.</p> <p><b>SS/ESL</b> - A literacy-based program targeting the needs of ESL students within the SS content area.</p>	<p>level 1, low level 2, SWD and ELL students.</p> <p><b>American History Regents Test Prep</b> - Small group instruction.</p> <p><b>SS/ESL</b> – Small group instruction.</p>	<p><b>American History Regents Test Prep</b> - After school.</p> <p><b>SS/ESL</b> –Saturday mornings.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p><b>Guidance</b> - Individual and Group Counseling in areas such as: goal setting, bullying, drug-prevention, coping skills, family issues, study skills, interpersonal concerns, self-esteem issues, anger management, classroom behavior, attendance improvement, high school applications.</p> <p><b>School Psychologist</b> – Initiate resources provided for suspicion of children with learning delays; suggest techniques and methods implemented for children who are exhibiting ‘at-risk’ academic delays; recommend strategies to address academic difficulties;</p>	<p><b>Guidance</b> – One-to-one, small and large groups according to activity.</p> <p><b>School Psychologist</b> - One-to-one.</p>	<p><b>Guidance</b> – During and after school.</p> <p><b>School Psychologist</b> - During the school day.</p>

	<p>Suggest modified instructional strategies for children 'at-risk'.</p> <p><b>Social Worker</b> - Provide parent education including parent rights about special education, the special education process, and special education services. Conducts social history interviews with parents for initial referrals.</p> <p><b>Nurse</b> - Teach, administer and monitor medication, as well as provide counseling support for students with chronic conditions; supervision and teaching of intermittent urinary catheterization; management of insulin dependent diabetic with continual insulin therapy.</p>	<p><b>Social Worker</b> - One-to-one.</p> <p><b>Nurse</b> - One-to-one.</p>	<p><b>Social Worker</b> - During the school day.</p> <p><b>Nurse</b> - During the school day.</p>
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### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Strategies we use to recruit Highly Qualified Teachers include using Open Hire, consultation with our network, close supervision and analysis of our per diem staff members and attending recruitment fairs.

Careful attention is given to matching teacher qualifications with the needs of the school.

Teachers who do not have permanent certification are offered the opportunity to be reimbursed for course work that would lead to permanent certification in the area in which they are teaching.

We retain Highly Qualified Teachers by providing instructional support through various sources including mentoring, individualized teacher training, and Professional Learning Communities. Teachers are afforded opportunities for attendance at a variety of professional development workshops conducted by the DOE, Network, UFTTC and school based specialists which will hone their skills.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY**

The William McKinley Parent Involvement Policy was reviewed and adopted during the January 16, 2013 meeting of the School Leadership Team.

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

- As a school-wide program school, McKinley parents will be involved in decision making through active participation in the School Leadership Team and PTA.
- The Title I representative will report to the School Leadership Team on all Title I updates.
- Continuous opportunities will be provided for parental involvement through guest speakers from community or cultural organizations at PTA Meetings, Title I, Special Education, Superintendent, ELL orientation/update meetings, etc. Meetings will be alternated between mornings and evenings. Translators will be provided to reach all parents.
- The Parent Coordinator and Principal will ensure the timely communication of pertinent information through the school website, newsletters, phone master system and letters home.

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

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

- Provide instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: four times annually through student report cards, and additionally through reporting of any test data, and information.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: consultation with teachers would be available during Parent-Teacher Conferences or upon reasonable request.

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

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
- 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.

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: by providing NYS standards based instruction for all students including academic intervention services and enrichment.
- Implement a curriculum aligned to the Common Core Learning Standards.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

*Support home-school relationships and improve communication by:*

- Convening an Annual Title I Parent Meeting at the beginning of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved.
- Providing each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand.

*Provide parents reasonable access to staff by:*

- 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.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: at Parent Teacher Conferences held once in the Fall term and once in the Spring term in both afternoon and evening hours.

## **II. Parent/Guardian Responsibilities:**

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

- Monitoring attendance and lateness as well as follow the appropriate procedures to inform the school when my child is absent.
- Making sure that homework is completed.
- Monitoring amount of television their children watch, internet sites visited, and cell phone/electronic device usage and communications.
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my children's education.
- Respond to surveys, feedback forms and notices when requested
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on the PTA, School Leadership Team, policy advisory groups, such as being the Title I, Part A parent representative on the school's Title I Policy Advisory Committee, the the Community Education Council or other school advisory or policy groups.

## **III. Student Responsibilities:**

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

- Attend school daily and arrive on time.
- Complete my homework every day and submit all assignments on time.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Follow the School Rules
  - All students must wear their official Student ID card.
  - Students must leave the following items at home, otherwise they will be confiscated:
    - Personal electronic devices, including but not limited to CD players, MP3 players, cellular phones, beepers, and interactive watches.
  - Hats or headgear (except religious attire) are not to be worn in the building.
  - Beads or 'colors' are not worn in school.
  - Pajamas are not worn in school.
  - Flip-flops and slippers are not worn in school.
  - All students are to wear the school uniform shirt for all school trips. It is recommended that all students wear the uniform shirt on a daily basis.
  - Do not post, on the internet, or any electronic device any writing, images and/or video taken in the school or during school functions (trips, dances etc.) of students, teachers or school personnel.
  - Do not engage in any communications including texting or messaging on any electronic device on school grounds.
  - Do not post or send any inappropriate images, videos, or text on any electronic devices.
  - Do not engage in any cyber bullying.

At McKinley, we place academic studies and discipline issues ahead of any extra-curricular activity. Students who display improper behavior and/or actions against other students will receive strong disciplinary consequences. Any student who receives a Principal Suspension, a Superintendent Suspension or an arrest in regard to their actions against other students, members of the McKinley staff including volunteers, will be banned from all extra-curricular activities for a minimum of 3 months or the duration of the term in which the incident occurred.



**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Jose Ruiz/ Julia Bove</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>259</b>
School Name <b>William McKinley Intermediate School</b>			

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

Principal <b>Janice A. Geary</b>	Assistant Principal <b>Donna Nastasi</b>
Coach <b>Renee Abraham</b>	Coach <b>Angela Defillippis</b>
ESL Teacher <b>Sally Awad/Espi Antonacci/ESL</b>	Guidance Counselor <b>Elizabeth Madonia</b>
Teacher/Subject Area <b>Tony Mai/ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Celeste Arrigo/ELA</b>	Parent Coordinator <b>Diane Castigani</b>
Related Service Provider <b>Sankar</b>	Other <b>Dana DiCarlo/ESL</b>
Network Leader <b>Julia Bove</b>	Other <b>Mina Sadiki/ UFT Center</b>

### 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	<b>7</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1471</b>	Total Number of ELLs	<b>322</b>	ELLs as share of total student population (%)	<b>21.89%</b>
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## Part II: ELL Identification Process

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

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

1. ELL students are identified at initial admission by the ELL Liaison along with a Bilingual Translator.
  - a. During the initial identification parents are given the Home Language Identification Survey in their native language. If the parents have any questions they address them through the translator to the ELL liaison. In return the ELL liaison answers their questions and then the translator addresses the parents. At this point, if the parents put a home language other than English, then the student is considered an ESL student and then the child receives an oral interview in English and his native language (through a translator). Questions provide a brief educational background of the student.
    - Parents are also notified at admission, that at all times, we have translators for when they need to communicate with the school.
    - Students are then Lab r'd within 10 days of admission and then given the ALLD for SIFE identification. Classroom teachers further identify student ability through in-class assessments.
  - b. The pedagogues that are responsible for conducting the initial screening and administering the HLIS and the LAB R are Ms. Salwa Awad- ESL Liaison/ESL Teacher, languages- Arabic, French, English, Donna Nastasi- Assistant Principal, languages-Italian, English Rosa Kershteyn- Dean/former ESL Liaison and ESL teacher, languages- Russian, English .
  - c. Once a student is identified as an ESL student, after taking the Lab r, his/her name appears on the ATS report, making them eligible to receive ESL services and at the end of the school year student is evaluated using the NYSESLAT.
2.
  - a. Parents are given information about program choices by the ESL Liaison/ESL teacher, Mrs. Awad, through native language translators, as well as watching a video in their native language. If a parent chooses TBE/DL program and there are none in the school, we inform the parents that as soon as we have sufficient number of students (15), then we will form an appropriate program for parent choice. And we will inform them promptly.  
This is where we have a mini orientation. Parents are invited to an orientation within the first 10 days of school.
3. Entitlement letters/Parent Survey and Selection Form
  - a. At time of admission parents are given Parent Survey and Selection Form. Parents complete the survey and selection form and return them to the school before leaving the school. The secretary copies the two forms, gives the copies to the Assistant Principal, Ms. Nastasi, where she then puts them in a binder, and the secretary keeps the originals in the student's admission folders. Entitlement Letters are given to the students upon completion of the Lab r, which is hand scored by the ESL Liaison/ESL teacher, Mrs. Awad. These letters are given to the students and they sign that they have received the Entitlement Letter and a copy is kept in a binder.
    - Upon completion of the Lab r/Spanish Lab, ELL Liaison hand scores the exam and the answer documents are forwarded, when due, to the Boro AID.
    - Once the student is graded, they are put in the appropriate setting according to the level of the student, Beginner, Intermediate, Advanced.
    - Parents are given letters of their child's status as well as the program parents have selected. These letters either state that the child has passed the Lab R and is not entitled to ESL or that the child has not passed the Lab R and is entitled to ESL services. Copies

are made of every letter and kept in a binder. Continued Entitlement letters are given to students who did not pass the NYSESLAT, they sign that they have received the letters and copies of signatures are kept in a binder.

- Parents are invited to attend an Orientation meeting within the 10 days of admission. At this meeting, programs that are offered in school are discussed, as well as after school programs. IS 259 offers two meetings, am and pm.
4. Placement letters are distributed to the students, in a sealed envelope, students sign for the acknowledgement of the letters, and a copy of each letter is kept in a binder. Continued Entitlement letters are also distributed to students, in a sealed envelope, students sign for the acknowledgement of the letters and a copy of all letters are kept a binder.
5. Program Trend.
- After review of trend, parent program choices have been Free Standing ESL. According to the newcomer selection form this year, out of 28 students, 23 parents selected free standing ESL and 5 parents selected chinese bilingual. At the initial interview we informed the parents verbally, that a class would be formed for chinese bilingual in the event we have the numbers to support a bilingual program.
6. Program Models Offered.
- Programs offered at IS 259 are aligned with all parent requests.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Self-Contained							2	1	1					4
Push-In							5	4	4					13
Total	0	0	0	0	0	0	7	5	5	0	0	0	0	17

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	321	Newcomers (ELLs receiving service 0-3 years)	181	Special Education	44
SIFE	59	ELLs receiving service 4-6 years	75	Long-Term (completed 6 years)	65

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	181			75			65			321
Total	181	0	0	75	0	0	65	0	0	321

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

### C. Home Language Breakdown and ELL Programs

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

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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	22	16					53
Chinese							54	62	69					185
Russian							4							4
Bengali							1							1
Urdu							2		3					5
Arabic							27	21	16					64
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							1

## 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
Albanian								1	3					4
Other								1	3					4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>104</b>	<b>107</b>	<b>110</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>321</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

The ESL instructional model for the year of 2011– 2012 is as follows: In compliance with Part 154 Regulations:

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

## A. Programming and Scheduling Information

have achieved advanced levels of proficiency and receive 180 minutes of ESL per week. The remaining three classes will consist of general education students and ELLs who are at beginner or intermediate levels of proficiency and receive 360 minutes of ESL per week in small group instruction.

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

3. All content area teachers use technology such as Smartboards, computers, audio visual, visual aids in order to help deliver the specific content and make it comprehensible to our students. All content area teachers, teach in English. Students are given glossaries as well as bilingual dictionaries in their native languages. ESL teachers provide content area support by introducing new vocabulary words on chart papers and modify the instruction to attend to the needs of all of the ESL students in the class. Homework is also modified to meet the needs of all the ESL students in the same class. Tiered activities are provided according to the students proficiency level.

4. After identifying the native language, content area teachers provide translated tests for students, when necessary. In addition, some of our special education students have Bilingual Paras. Also, those students that are long term are looked at by the PPT team and if evaluation is needed it is done in the native language.

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

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

b. Newcomers - Welcome class are self-contained, in a 6-7 bridge program. These students receive ... as well as students in the US less than three years

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

d. Long-term ELLs receive AIS with SETSS teachers. In addition, these students are strongly encouraged to attend all after school programs designed for them.

6. ELL-SWDs are provided instruction according to their IEP as well as according to the results of the NYSESLAT and periodic assessment. Students receive instructional strategies according to the data provided by Aris. Students are provided with the same materials as GE students, however the lessons are modified to meet the students needs.

7. ELL-SWDs that meet the criteria of least restrictive environment are instructed with ESL instructional strategies through the content of English. Both ELA/ESL teachers team teach, they follow the same curriculum and students are provided with the same grade level material as GE students.

### Courses Taught in Languages Other than English ⓘ

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 speak. Do not include:

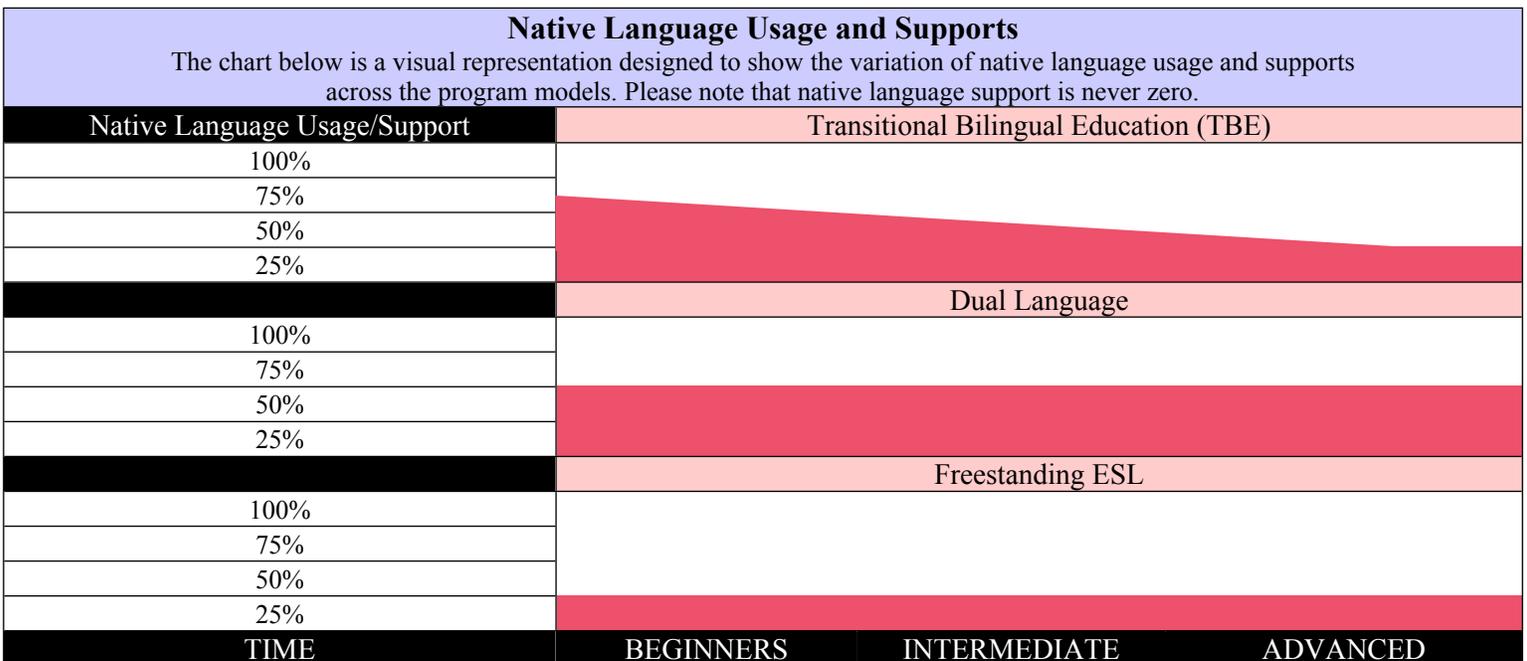
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## **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?

8. All intervention services are offered in English. There is a tutorial program that all ELL students attend. Here they are provided with academic interventions according to the weakness of the individual student(Math, ELA, Social Studies, Science). Guidance teachers also work with students during tutorial, or at risk. Students are offered a Math tutorial program through IXell both in the morning and afterschool. During class instruction, instruction is modified to target the areas that need improvement. Students are offered after school programs as well as a Saturday Academy program to target the skills that need improvement in Social Studies. Targeted intervention for Science is offered to students in the morning tutorial program. All instruction is data driven taken from Aris.

9. Students who have reached proficiency on the NYSESLAT are invited to attend afterschool as well as Saturday Academy. Test accommodation for former ESL students is given. Those students who passed the NYSESLAT, within the last two years, are entitled to receive time and a half to complete all state exams as well as teacher made tests. Glossaries in their native language are provided.

10. Last year we initiated an 8<sup>th</sup> grade ELA/ESL Teacher Team, this year we added a 7<sup>th</sup> grade ELA/ESL Teacher Team.

11. None

12. ELLs have equal access to all Performing Arts programs such as, Glee Club, Drama, Strings, Keyboard, Cheer Leading, Enact, Leadership Club, Champs, Scenic Design, High School test Prep, Special Ed test prep, Brienza, Fashion Club, Flag Football, Achieve 3000 and those students that are in the gifted and talented classes receive Spanish.

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

Weekdays – This program will be held afterschool on various days, this program will begin in November 2011 and extend until April 2012.

1. Teaching English Through the Content of Social Studies – taught in English, 1 1/2hrs., two days per week

- a. Improve Reading, Writing, Listening and Speaking Skills through literature based instruction/ DBQs.
- b. Promote study and Learning strategies in order to prepare ELLs for the NYSESLAT.
- c. Develop and facilitate ELLs English Language Acquisition.

2.. Literacy Through the Arts – taught in English, 2hrs. one day per week

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

3. Book Making - taught in English, 2hrs, one day per week.

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

1. Teaching English Through the content of Social Studies

- a. Designed to prepare all ESL students for ELA/NYSESAT exams.

2. Literacy Through Installation Arts – taught in English

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

13. a. All ELLs receive a technology based program called Achieve 3000, they have access to classroom computers in content area classrooms.

Newcomer students have use of the Rosetta Stone program. Native language materials used are bilingual dictionaries and glossaries

14. NA

15. Yes

16. Tutorial, afterschool program as well as Saturday Academy are preplanned for all of our newly enrolled ESL students. Those ELL students who are newly enrolled and arrive late the year, have the opportunity to attend a summer school program designed specifically for them.

17. Gifted and Talented ELLs are offered Spanish as an elective.

### **C. Schools with Dual Language Programs**

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

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

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

1. The goal of the professional development is to enhance teachers' ability to use instructional strategies to support language acquisition and content area learning for ELLs. Activities will support pedagogical staff such as, Administrators, ESL Teachers, Content Area Teachers, Guidance, Special Ed Teachers, Para Professionals, Psychologists, OT/PT therapist, speech, secretaries and parent coordinators, serving ELLs across academies. The professional development program is designed to build the capacity of teachers (bilingual, ESL, subject area) and implement coherent, effective instructional program for ELLs.

Topics will focus on the following:

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

Specific Professional Development dates and titles of workshops:

September 6, 2011 - Instructional Expectations

September 15, 2011 - Best Practices of Collaborative Team Teaching  
Modified Instruction

September 22, 2011 - Portfolio Assessment

October 14, 2011 - Curriculum Writing

November 8, 2011 - CCLS

2. Staff are supported by leadership and guidance counselors. Leadership provide professional development and guidance counselors provide intervention/mentoring for the needs of the students therefore supporting the staff. Guidance counselors articulate with the ESL liaison in order to help meet the needs of the students.

3. All staff members have satisfied the 7.5/ 10 hours of professional development, though pd with the UFT center, the Network, Literacy coach. Attendance is taken and teachers receive a certificate stating that they have completed the mandated hours of ELL training. Copies of these records are kept in a binder.

## 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?

1. In September parents of ELLs are invited to a meeting along with the Principal, Assistant Principal, ESL coordinator, ESL Teachers and the Parent coordinator. At this meeting parents are being informed about the instructional and supplemental programs for ELLs at McKinley. In December the school offers a second meeting to ELL parents where they communicate students progress with ESL Teachers, Parent coordinator, ESL coordinator, Assistant Principal and the Principal. Open House for 6<sup>th</sup> graders, programs and policies are explained with the help of translators. Tour of the school. High School night, Guidance counselors explain and discuss high school choices, how to fill out an application, the dates and deadlines for submitting the applications. Representatives from various schools are present to introduce their programs and answer any questions parents may have. Translators are provided to assist the parents as well as the staff. To enhance an effective communication between ELL parents and the school community, all school/parent letters are translated. Translators are hired for parent teacher conference nights and PTA meetings. Family literacy services are being offered to the parents of ELLs where parents have the opportunity to improve their language skills and learn to communicate in English. The ESL coordinator and the Assistant Principal/Director meet on a continuous basis. They collaborate and discuss ELL issues such as newcomers, placement of students, programming and strategies that will help our students to attain proficiency levels. In addition, monthly meetings are held with the Assistant Principal, ESL coordinator and the ESL teachers. Here they plan/discuss new initiatives, programs, AIS for our students as well as collaborate for major celebrations in our school such as “Chinese New Year”.

2. We have partnerships with The Beacon program, CUNY Creative Arts Team, 21<sup>st</sup> Century. All of these agencies provide workshops for our parents as well as ESL classes for the parents.
3. Parents needs are evaluated through parent survey and questionnaires.
4. Parental involvement activities are addressed in collaboration with the outside agencies. The needs are accessed and we provide services.

## 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)							29	27	20					76
Intermediate(I)							35	36	52					123
Advanced (A)							43	33	14					90
Total	0	0	0	0	0	0	107	96	86	0	0	0	0	289

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>							16	9	11				
	<b>I</b>							20	28	21				
	<b>A</b>							52	40	42				
	<b>P</b>							9	20	30				
	<b>B</b>							27	29	20				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>							30	36	53				
	<b>A</b>							30	26	13				
	<b>P</b>							10	6	18				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	34	25	4	0	63
7	54	22	5	0	81
8	33	40	3	0	76
NYSAA Bilingual Spe Ed	0	0	0	0	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	19		43		36		20		118
7	11		20		36		35		102
8	8		24		44		29		105
NYSAA Bilingual Spe Ed					1		1		2

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	15		44		32		1		92
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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

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

1. For placement purposes Lab R provides the proficiency level of the student. Once a student is placed in the appropriate class, content area teachers assess the student by individual subject areas. As a school, all students, ELLs as well, are assessed in Acuity, in addition the ELL periodic assessment. As part of the ELA curriculum, students are leveled set on the Achieve 3000, another assessment tool. When students return from summer vacation, all students including ELLs, are given writing assessments. All of these tools provide necessary feedback to teachers in order to differentiate their instruction. This data provide an insight of the ELL students strengths and weaknesses. Accordingly the teacher will be required to modify their lessons to ensure the improvement in the targeted skills. Meeting are held (PLC) to discuss the data, best strategies are told and shared that best fir the needs of the early literacy skills of our ELLs. Teachers how share the same students, meet often to discuss the needs of the particular students.
2. According to the data on the Lab - and or NYSESLAT, most of our students fall weak in the reading/writing modalities.
3. Patterns across the NYSESLAT modalities have determined that the focus must be on reading and writing. Therefore, teachers will modify their lessons to target these modalities.
4. Program - Free Standing ESL:
  - a. After examining proficiency levels, is has been determined that ELL students fall weak in Reading/Writing. The breakdown in these modalities by grade is as follows: : 6<sup>th</sup> grade - 57 B/I, 30 A 7<sup>th</sup> grade - 65 B/I, 26- A, 8<sup>th</sup> grade 73 - B/I, 13 A. It is difficult to determine if an ELL student fares better in a test taken in his/her native language as compared to English tests, due to the fact that our students take most of their tests in English.
  - b. Teachers and School leadership use the results of the ELL periodic Assessment through targeted lesson planning.
  - c. The school is learning from ELL periodic Assessment that ELLs are needy in reading/writing.
5. NA
6. We evaluate the success of programs for our ELLs by focusing on the data generated by the results of the NYSESLAT, ELA State exam, periodic assessments, acuity, Achieve 3000 and teacher made tests.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** William Mc Kinley

**School DBN:** 20K259

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janice A. Geary	Principal		
Donna Nastasi	Assistant Principal		
Diane Castignani	Parent Coordinator		
Sally Awad	ESL Teacher		
	Parent		

**School Name: William Mc Kinley**

**School DBN: 20K259**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tony Mai/ELA	Teacher/Subject Area		
Celeste Arrigo/ELA	Teacher/Subject Area		
Renee Abraham	Coach		
	Coach		
Elizabeth Madonia	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **20K259** School Name: **IS 259**

Cluster: \_\_\_\_\_ Network: **CFN 602**

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

**Part A: Needs Assessment Findings**

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

To ensure that all parents are provided with appropriate and timely information in a language they can understand, we translate all of our official notices, information, documents and the parents workshop into three major languages that are spoken by the parents based on the Home Language Survey. We assess the effectiveness of the translated overwhelming response of the parents who become engaged in the learning process of the children.

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

Through the Home Language Survey, the trend indicates that limited English speaking parents consist of three major languages, (Chinese, Spanish and Arabic). Findings are reported to school staff and parents through PTA meetings, Faculty and Department Meetings, Instructional Meetings, Pupil Personnel Meetings, School Leadership Meetings, Parent/Teacher Conferences.

## Part B: Strategies and Activities

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

Written Translation services will be provided to meet the needs of the diverse languages spoken by the parents and that are identified in the Home Language Survey. The documents are professionally translated in Chinese, Spanish and Arabic. They are printed on the back of the English version and are distributed in a timely fashion. All of our written translation services are provided by our school staff (in-house only).

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

Oral Interpretation will be provided in the following manner:

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

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

In order to help support the No Child Left Behind Act requirement that schools communicate whenever feasible with non-English speaking parents in their home language, IS 259 has implemented and will continue to fulfill Section VII of the Chancellor's Regulations A-663 by using in-house staff for written translation and uses out-side contractor for oral translation in order to meet the need of the parents whose English is not their primary language.

## 2012-13 Comprehensive Education Plan (CEP)

### 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: IS 259	DBN: 602
Cluster Leader: Jose Ruiz	Network Leader: Julia Bove
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 268
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 4

## 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:

Weekdays – This program will be held afterschool on various days, this program will begin in October 2012 and extend until April 2013. Teachers that work with the Title III supplemental program are licensed ESL teachers along with three other content teachers that are licensed in ELA, ART, and Social Studies. There are licensed ESL teachers at all times in both the afterschool program as well as the Saturday Academy. The afterschool programs have three certified ELL teachers, Ms. DiCarlo, Ms. Awad, Ms. Antonacci and Ms. Esposito. Teachers that teach the ELL Language proficiency program, plan on their own.

1. ELL Language Proficiency – taught in English, 2 hrs., one day per week, 7th and 8th grade on Mondays. 6th grade program on Thursdays.

- a. Design for ELLs with the purpose to improve Reading, Writing, Listening and Speaking skills.
- b. Promote study and Learning strategies in order to prepare ELLs for the NYSESLAT.
- c. Develop and facilitate ELLs English Language Acquisition.

2. Newcomers Club – taught in English, 2 hrs., once per week, on Tuesdays.

- a. Designed for newly arrived ELLs, with the purpose to improve Reading, Writing and Speaking skills.

Saturday Academy – This program is held on Saturdays for 3 hours. The Saturday Academy will begin in October 2012 and extends until April 2013. There are two programs going at one time. The first program is taught in a co-teaching style, ESL/Social Studies teachers. Both teachers work weekly for one hour on lesson planning. The second program includes three teachers ESL/ELA/ART. There is ongoing lesson planning amongst the teachers.

1. Teaching English Through the content of Social Studies. Taught in English.

- a. Improve Reading, Writing, Listening and Speaking Skills through Social Studies.
- b. Promote study and Learning strategies in order to prepare ELLs for the NYSESLAT.

### Part B: Direct Instruction Supplemental Program Information

c. Develop and facilitate ELLs English Language Acquisition.

2. Literacy Through Arts – taught in English

a. Designed for ELLs with the purpose to improve Reading,

Writing and Speaking Skills through the use of Accountable Talk.

a. Designed for ELLs with the purpose to improve on test sophistication skills.

### 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: The goal of the professional development is to enhance teachers' ability to use instructional strategies to support language acquisition and content area learning for ELLs. Activities will support pedagogical staff such as, Administrators, ESL Teachers, Content Area Teachers, Guidance, Special Ed Teachers, Para Professionals, Psychologists, OT/PT therapist, speech, secretaries and parent coordinators, serving ELLs across academies. The professional development program is designed to build the capacity of teachers (bilingual, ESL, subject area) and implement coherent, effective instructional program for ELLs.

Topics will focus on the following:

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

### Part C: Professional Development

- Promotional policies for ELLs

Specific Professional Development dates and titles of workshops:

September 4, 2012 - Instruction; Expectations

September 6, 13, 20,27 - Curriculum Writing

October 4, 11, 18, 25 - Curriculum Writing

October 12, 2012 - ELL Considerations for CCLS

November 6, 2012 - Review of ELL periodic Assessment Data

November 8 - Curriculum Writing

2. Staff are supported by leadership and guidance counselors. Leadership provide professional development and guidance counselors provide intervention/mentoring for the needs of the students therefore supporting the staff. Guidance counselors articulate with the ESL liaison in order to help meet the needs of the students.

3. All staff members have satisfied the 7.5/ 10 hours of professional development, though pd with the UFT center, the Network, Literacy coach. Attendance is taken and teachers receive a certificate stating that they have completed the mandated hours of ELL training. Copies of these records are kept in a binder.

### 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: All ELL parents are invited to attend afterschool activities that include their child. Here parents will be engaged in the child's educational process as well as informed as to what the students are learning. On Saturday's, students learn through art and literacy. Here parents are invited to attend this programs and get involved in the projects. The class begins at 8:30 and continues until 12:30. In addition, our students participated in a planting project, working directly with the NYC Parks department and Con Edison. Parents were invited and did participate in planting. This program was an extension from a 9/11 Tribute, that our students have participated with the past two years. All

**Part D: Parental Engagement Activities**

correspondence between school and home is in the preferred language of written and verbal communication.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		