



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: DR. SUSAN S. MCKINNEY SECONDARY SCHOOL OF THE ARTS

DBN (i.e. 01M001): 13K265

Principal: PAULA HOLMES

Principal Email: PHOLMES@SCHOOLS.NYC.GOV

Superintendent: BARBARA FREEMAN

Network Leader: KATHY PELLER

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Paula Holmes	*Principal or Designee	
Jerrick Rutherford	*UFT Chapter Leader or Designee	
Antoineine Fiote Pratt	*PA/PTA President or Designated Co-President	
Louise Hallett Randall	DC 37 Representative, if applicable	
Samantha Lopez Amara Lambricht	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Carline Cherubin	CBO Representative, if applicable	
Celia Green	Member/ Parent	
Carmen Lambricht	Member/ Parent	
Emma Cholette Fraser	Member/ Parent	
Kenneth Marsh	Member/ Parent	
	Member/	
Kenya Mabry	Member/ Teacher	
Zakiya Harris	Member/ Teacher	
Althea Hester	Member/ Teacher	
Nizovitina Tamara	Member/ D75 Coordinator	
	Member/	

Comment [AY(1): The number of parent and staff members must be equal. You must have a minimum of ten members.

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

To develop a community of faculty, teachers, and students (stakeholders) focused on **strengthening student work**, in the 2013-2014 school year we will increase all stakeholders opportunities across grades 6-12 by examining student work in comparison to the Common Core State Standards to determine the reasons for the gap and to identify strategies to decrease the gap. Specifically, we will provide feedback to teachers to increase effectiveness of instruction, student implementation of and increase the rate of student performance **by 10 %**, evidenced and measured by reviewing student work, Regents results, and citywide assessments.

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.

This is a priority area for improving student performance based on our school's 2013-2012 progress report and report card whereby focus will be given to our Hispanic and Latino students whose overall performance falls behind the other sub-groups in literacy and math. Additional review of ARIS, Periodic Assessment results and in-house testing support the need for more systemic strategies for sub-groups falling below level 2. In addition the gaps between targeted student performances were identified as needs responsible for generating this goal.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Engage 100% of the staff by June 2014 in teams looking closely at student work to understand gaps between current student performances and Common Core State Standards demands. This is done for all of the students in grades 6-12 and reviewed at weekly department and grade meetings. The monitoring of the student work lends itself to using differentiated strategies that will support student success and their learning styles.
2. School wide book studies: **Flip the Classroom** and **Marching to a Different Drummer** to improve instructional strategies, weekly department meetings in which teachers look at assessments and student work, professional development in the analysis of Common Core Standards Performance Tasks, and professional development meetings in which teachers craft their own performance tasks using the Common Core Standards as a model.

B. Key personnel and other resources used to implement each strategy/activity

1. Lead teachers, administrators, department chairpersons.
2. CFN 112 network leaders are instrumental in implementing and evaluating instructional practices for improved student work performance

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Lead teachers and department chairs have **bi-weekly** meetings.
2. With the Principal and or administration, discuss, plan and roll out instructional mandates.

D. Timeline for implementation and completion including start and end dates

1. The timeline for implementation is ongoing and began in September 2013 and will continue until June 2014.
2. Weekly from the beginning of the 2013 school year in department and grade meetings (programmed in each department)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Provide intensive ongoing weekly professional development for teachers in specialized strategies to meet the needs of our students by the Lead Teachers and Department Chairs, Assistant Principal, and AIS grade level staff.
2. Staff attendance at network content based lab-sites. Staff participation in on-site professional development conducted by administration, lead teachers and assigned Danielson coach. We have implemented training units as a series of workshops for both the high school and middle school 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).

- Provide data base of materials across content and grade levels to support parents with looking at the work students are required to complete based on state mandates and expectations.
- Provide parent activities at various times, AM workshops, evening and weekend times to meet the needs of parents (using our community service students as child care providers where needed)
- Utilize the support of Partnership for Children, Inc. to assist in planning ongoing parent workshops
- Increase parent school relationships through collaborative use of Teacher Ease which affords parents an opportunity to communicate with their child’s teacher and to access immediate achievement information per individual class teacher.
- Increase the participation on the SLT, PAC, & monthly Parent Academy meetings
- Provide ongoing training and assistance in the use of ARIS, Teacher Ease.
- Advertise events on the DOE web and McKinney’s web page so that all stakeholders have another vehicle for student/parent activities, updated information and curriculum components.
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Parent Coordinator serves as liaison between the school and families.
- Parents are provided opportunities to help them understand the accountability system through the use of the Parent ARIS Room, where computer(s) are always available to parents and parent coordinator has 1:1 meetings with parents. Additionally all back packed information is posted in the “digital Locker” of Teacher Ease for parent update and convenience.
- Parent meetings are scheduled with flexible times to be able to reach and include all parents.
- All school documents sent home are translated and interpretation during meetings and events are provided.
- School hosts educational family events/activities during Parent-Teacher Conferences.
- Parent Resource Center (ARIS Room) has a lending library inclusive of instructional materials for parents.
- Parents are encouraged to become trained school volunteers.
- Parents are provided on-going written and verbal progress reports to keep them informed of their children’s progress.
- Parents receive a monthly calendar so that they are kept up-to-date on all school activities, workshops, and initiatives.
- Parents are notified and informed of the procedures to arrange an appointment with their child’s teacher or other school staff members

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
---	----------	---	----------	-----------	-----------	-----------	---	--------

List any additional fund sources your school is using to support the instructional goal below.

All additional programs that supplement the programming of our school incorporate the universal design approach to engage all learners, including students with disabilities and ELLs. Other programs used to enhance literacy across content areas and across grade levels include: Project Male; Girls Group; Newspaper Club Per session activities (dates and duration to be determined) in the second half of the school year, for small group tutoring of students. Consumables – professional and instructional materials, school day, after school, inquiry work, extended day.

Our grant writing team constantly seeks the appropriate grants to apply for that will support our instructional needs. Example: MSQ, ILearn, BAM Reading Project

Goal and Action Plan #2

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

Annual Goal #2

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

To develop a community of faculty, teachers, and students (stakeholders) focused on **strengthening teacher practice**, in the 2013-2014 school year we will increase all stakeholders opportunities to be engaged in short, frequent cycles of classroom observations utilizing Danielson's framework (domains 2 and 3). Specifically we will provide feedback to increase effectiveness of instruction for all students in grades 6-12, and increase the rate of student performance by **10 %**, evidenced and measured by reviewing student work, Regents results, and citywide assessments.

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.

This is a priority area for improving student performance based on our school's 2013-2014 progress report and NCLB status; citywide instructional expectations for 2013-2014 on strengthening student work and strengthening teacher practice; school wide, city, and State goal of ensuring that all staff members are moving towards implementing highly effective levels of instruction in order to increase student performance, outcomes, and achievement standards across content areas. Domains 2 and 3 of the framework were identified during the 2012-13 school year as a need of concentration for our school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. By June 2014, 100% of the staff will be engaged in short, frequent cycles of classroom observations utilizing Danielson's framework and provide feedback to increase effectiveness of instruction (we were part of the pilot in 2012-2013 and have used Danielson's framework as an instructional support tool for over 6 years). This is done for all of the students in grades 6-12 and reviewed at weekly department and grade meetings. The monitoring of strengthening teacher practice is directly linked to the expectations and instructional strategies employed through the framework in correlation to the common core. The specific areas will be Danielson's domains 2 and 3.
2. Administrator, teacher leaders and teachers received training and information on classroom observation cycles.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrative team, teacher leaders conducting ongoing series of training session in specific areas related to the framework – ex. Artifacts)
2. Lead teachers, administrators, department chairs staff involved in the timeline for implementation.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. On-going identification and integration of Danielson's framework and instructional strategies/activities in staff Inquiry teams that encompass the needs of student subgroups.
2. Staff, identify student subgroups at content-area department level. Teachers are programmed for weekly department and grade meetings so that our specific targeted domains, 2 and 3, can be addressed.

D. Timeline for implementation and completion including start and end dates

1. The timeline for implementation is ongoing and began in September 2013 and will continue until June 2014.
2. Weekly from the beginning of the 2013 school year in department and grade meetings (programmed in each department)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. As per Danielson's "planning and preparation" and "professional responsibilities," steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
2. Instructional strategy will be introduced in September, November, February, April and June PD sessions as part of an instructional series.

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).

- Provide database of materials across content and grade levels to support parents with looking at the work students are required to complete based on state mandates and expectations.
- Provide parent activities at various times, AM workshops, evening and weekend times to meet the needs of parents (using our community service students as child

care providers where needed)

- Utilize the support of Partnership for Children, Inc. to assist in planning ongoing parent workshops
- Increase parent school relationships through collaborative use of Teacher Ease which affords parents an opportunity to communicate with their child’s teacher and to access immediate achievement information per individual class teacher.
- Increase the participation on the SLT, PAC, & monthly Parent Academy meetings
- Provide ongoing training and assistance in the use of ARIS, Teacher Ease.
- Advertise events on the DOE web and McKinney’s web page so that all stakeholders have another vehicle for student/parent activities, updated information and curriculum components.
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Parent Coordinator serves as liaison between the school and families.
- Parents are provided opportunities to help them understand the accountability system through the use of the Parent ARIS Room, where computer(s) are always available to parents and parent coordinator has 1:1 meetings with parents. Additionally all back packed information is posted in the “digital Locker” of Teacher Ease for parent update and convenience.
- Parent meetings are scheduled with flexible times to be able to reach and include all parents.
- All school documents sent home are translated and interpretation during meetings and events are provided.
- School hosts educational family events/activities during Parent-Teacher Conferences.
- Parent Resource Center (ARIS Room) has a lending library inclusive of instructional materials for parents.
- Parents are encouraged to become trained school volunteers.
- Parents are provided on-going written and verbal progress reports to keep them informed of their children’s progress.
- Parents receive a monthly calendar so that they are kept up-to-date on all school activities, workshops, and initiatives.
- Parents are notified and informed of the procedures to arrange an appointment with their child’s teacher or other school staff members

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

All additional programs that supplement the programming of our school incorporate the universal design approach to engage all learners, including students with Project Male; Girls Group; Newspaper Club
 Per session activities (dates and duration to be determined) in the second half of the school year, for small group tutoring of students.
 Consumables – professional and instructional materials, school day, after school, inquiry work, extended day

Goal and Action Plan #3

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.

In the 2013-2014 school year we will increase all stakeholders opportunities across grades 6-12 to be engaged in crafting a Common Core Standards Performance Task in literacy to provide feedback to align literacy instruction and argumentative writing across all content areas and increase the rate of student performance by 10% evidenced and measured by reviewing student work, Regents results and citywide assessments

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.

This is a priority area for improving student performance based on our school's 2012-2013 progress report and NCLB status; citywide instructional expectations for 2013-2014 on strengthening student work and strengthening teacher practice; alignment of professional development toward State assessments and Common Core Standards Performance Tasks, specifically aligning literacy instruction and argumentative writing across all content areas.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. By June 2014, 100% of the students in grades 6-12 will be engaged in ongoing literacy tasks aligned to the Common Core Standards that asks them to read and analyze informational texts and write opinions and arguments in response

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers included in decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities; lead teachers, administrators, department chairs, staff involved in timeline for implementation

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Ongoing weekly meetings for continued assessment of student work

D. Timeline for implementation and completion including start and end dates

1. School wide Professional Development day in fall 2013 involving all staff in teams crafting individual and schoolwide Common Core Standard Performance Task, building on strengths and needs in existing student work;

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Multiple weekly meetings in fall 2013 undertaking citywide instructional expectations for 2013-2014 on strengthening student work, aligned to literacy instruction across content areas; multiple weekly meetings in fall 2012 identifying strengths and needs in existing student

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).

- Provide data base of materials across content and grade levels to support parents with looking at the work students are required to complete based on state mandates and expectations.
- Provide parent activities at various times, AM workshops, evening and weekend times to meet the needs of parents (using our community service students as child care providers where needed)
- Utilize the support of Partnership for Children, Inc. to assist in planning ongoing parent workshops
- Increase parent school relationships through collaborative use of Teacher Ease which affords parents an opportunity to communicate with their child's teacher and to access immediate achievement information per individual class teacher.
- Increase the participation on the SLT, PAC, & monthly Parent Academy meetings
- Provide ongoing training and assistance in the use of ARIS, Teacher Ease.
- Advertise events on the DOE web and McKinney's web page so that all stakeholders have another vehicle for student/parent activities, updated information and curriculum components.
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Parent Coordinator serves as liaison between the school and families.
- Parents are provided opportunities to help them understand the accountability system through the use of the Parent ARIS Room, where computer(s) are always available to parents and parent coordinator has 1:1 meetings with parents. Additionally all back packed information is posted in the "digital Locker" of Teacher Ease for parent update and convenience.
- Parent meetings are scheduled with flexible times to be able to reach and include all parents.

- All school documents sent home are translated and interpretation during meetings and events are provided.
 - School hosts educational family events/activities during Parent-Teacher Conferences.
 - Parent Resource Center (ARIS Room) has a lending library inclusive of instructional materials for parents.
 - Parents are encouraged to become trained school volunteers.
 - Parents are provided on-going written and verbal progress reports to keep them informed of their children's progress.
 - Parents receive a monthly calendar so that they are kept up-to-date on all school activities, workshops, and initiatives.
- Parents are notified and informed of the procedures to arrange an appointment with their child's teacher or other school staff members

Comment [AY(1): Goals #3 and #4 are the same, please take a look closely and revise.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

All additional programs that supplement the programming of our school incorporate the universal design approach to engage all learners, including students with Project Male; Girls Group; Newspaper Club

Per session activities (dates and duration to be determined) in the second half of the school year, for small group tutoring of students.

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

Goal and Action Plan #4

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

Annual Goal #4

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

To develop a community of faculty, teachers, and students (stakeholders) focused on strengthening student work, in the 2013-2014 school year we will increase all stakeholders opportunities across grades 6-12 to be engaged in crafting at least one mathematic **Common Core Standard Performance Task that asks students to model with mathematics and /or construct and explore the reasoning behind arguments to arrive at a viable solution.**, and increase the rate of student performance by **10 %**, evidenced and measured by reviewing student work, Regents results, and citywide assessments.

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.

This is a priority area for improving student performance based on our school's 2012-2013 progress report and NCLB status; citywide instructional expectations for 2013-2014 on strengthening student work and strengthening teacher practice; alignment of professional development toward State assessments and Common Core Standards Performance Tasks, specifically supporting content knowledge, conceptual understanding, and expertise in math.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. By June 2014, 100% of the students in grades 6-12 will be engaged in at least one mathematics task aligned to the Common Core Standards that asks them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution

B. Key personnel and other resources used to implement each strategy/activity

1. teachers included in decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities; lead teachers, administrators, department chairs, staff involved in timeline for implementation
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Weekly Math department meetings facilitating development of Common Core Standards Performance Tasks and math instruction aligning cc with state standards
D. Timeline for implementation and completion including start and end dates
1. Weekly from the beginning of the 2013 school year in department and grade meetings (programmed in each department)
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Weekly Math department meetings looking at student work, aligning to citywide instructional expectations for 2013-2014 on strengthening student work

Comment [AY(1): Your sections B-E must be aligned to the strategies/activities identified in section A. If you have two (2) activities, then you must have 2 Key personnel and other resources, 2 identified targets, 2 timeline pieces-one (1) for each activity, and 2 description of the programmatic details and resources. Currently, you have 2 activities, 1 key personnel, 1 identified target, 2 timelines, and 3 descriptions of programmatic details and resources. Please see attached sample hand-out.

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).
<ul style="list-style-type: none"> • Provide data base of materials across content and grade levels to support parents with looking at the work students are required to complete based on state mandates and expectations. • Provide parent activities at various times, AM workshops, evening and weekend times to meet the needs of parents (using our community service students as child care providers where needed) • Utilize the support of Partnership for Children, Inc. to assist in planning ongoing parent workshops • Increase parent school relationships through collaborative use of Teacher Ease which affords parents an opportunity to communicate with their child's teacher and to access immediate achievement information per individual class teacher. • Increase the participation on the SLT, PAC, & monthly Parent Academy meetings • Provide ongoing training and assistance in the use of ARIS, Teacher Ease. • Advertise events on the DOE web and McKinney's web page so that all stakeholders have another vehicle for student/parent activities, updated information and curriculum components. • Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office. • Parent Coordinator serves as liaison between the school and families. • Parents are provided opportunities to help them understand the accountability system through the use of the Parent ARIS Room, where computer(s) are always available to parents and parent coordinator has 1:1 meetings with parents. Additionally all back packed information is posted in the "digital Locker" of Teacher Ease for parent update and convenience. • Parent meetings are scheduled with flexible times to be able to reach and include all parents. • All school documents sent home are translated and interpretation during meetings and events are provided. • School hosts educational family events/activities during Parent-Teacher Conferences. • Parent Resource Center (ARIS Room) has a lending library inclusive of instructional materials for parents. • Parents are encouraged to become trained school volunteers. • Parents are provided on-going written and verbal progress reports to keep them informed of their children's progress. • Parents receive a monthly calendar so that they are kept up-to-date on all school activities, workshops, and initiatives. <p>Parents are notified and informed of the procedures to arrange an appointment with their child's teacher or other school staff members</p>

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
ELA	MSQI, Barclay Finance Partnership and SAT Prep, College/Career Readiness, Parsons Pre-College Scholars, ILearn, Girls Be Heard, Arts Achieve, BAM Reading Program	Small group instruction for MS Additional support is also given to HS students involved in AP ELA courses through small group and tutoring.	MS: after school 3 days per week for 1.5 hrs HS: after school 2 days per week for 1.5 hrs
Mathematics	MSQI, Barclay Finance Partnership and SAT Prep, College/Career Readiness, Parsons Pre-College Scholars, ILearn, Girls Be Heard, Arts Achieve	Small group instruction for MS HS students receive small group and one-to-one tutoring during the school day programmed into teachers' schedules for students who need additional support in the area of math.	MS: After school 3 days per week for 1.5 hrs HS after school 2 days per week for 1.5 hrs
Science	MSQI, Barclay Finance Partnership and SAT Prep, College/Career Readiness, Parsons Pre-College Scholars, ILearn, Girls Be Heard NYR Best Step Stem Program, Mouse Squad, Robotics, Arts Achieve, Urban Advantage	MS students receive science support across the content inclusive of science classes and in ELA and Math enrichment activities where the selected curriculum supports content science topics making a connection to real world application HS students receive small group and one-to-one tutoring during the school day programmed into teachers' schedules for students who need additional support in the area of math	MS: during the school day and after school 3 days per week for 1.5 hrs HS: after school 2 days per week for 1.5 hrs
Social Studies	MSQI, Barclay Finance Partnership and SAT Prep, College/Career Readiness, Parsons Pre-College Scholars, ILearn, Girls Be Heard, Arts Achieve Indivisible Children Partnership, United Nations Universal Human Rights Program	HS students receive small group and one-to-one tutoring during the school day programmed into teachers' schedules for students who need additional support in the area of social studies MS students receive social studies support across the content inclusive of social studies classes and in ELA and Math enrichment activities where the selected curriculum supports content	MS: during the school day and after school 3 days per week for 1.5 hrs HS: after school 2 days per week for 1.5 hrs

		social studies topics making a connection to real world application.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Services Partnership with Children, Inc. College Readiness Program	Individual/small group counseling, advisory, test preparation, college preparation	During, before and after school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Partnership with Teach for America (training site), Teaching Fellows, New York University, Long Island University, Pace University, St. Francis College have supported the replacement of non-certified teachers and acquiring content specific trained staff. Additional and ongoing support from our network has also supported us for this year 2013-14 in the hard areas of math and science

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
To date all of our teachers are certified. A current partnership with New York University (M-Step Program, a Math/Science Initiative) affords McKinney science and math staff an opportunity to receive a Master's Degree in addition to on-site professional development and support in effective teaching strategies and techniques. In addition to NYU, we also have all of our teachers involved in various aspects of professional support with Teacher's College and, Urban Advantage (Science Training), Collaboration with Teacher Fellows and their related institutions (Fordham University, Pace University, and Long Island University) as well as Teach for America has become our primary sources for hiring new teachers and teacher replacement. There will be ongoing professional development provided by Administrators and Masters Teachers will use state standards and the NYC Dept. of Education Comprehensive approach to instructional strategies and support for the Common Core. Additional support will be given from AVID for the AVID Program. All of the supportive professional development follows the same standards and guidelines for NYC and NYS. Our PD for staff consists of continuous and ongoing training for our systemic programs that support the common core initiatives across content areas (writing initiative, systemic use of the UBD model). Ongoing trainings by the Hope Foundation, College Board and trained AVID strategies have helped to support teacher mastery with teams of teachers participating every year.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All of our programs are coordinated between two teams – the budget team and the AIS team. The budget is reviewed after final CFN approval. The AIS team, which includes guidance counselors and support staff review the existing services, student academic needs to make sure that the services provided will be the most appropriate for the current student population.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
NA

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are an integral part of the instructional process through the following vehicles they are able to engage in discussion

and planning on student achievement: Subschool/Grade meetings, Department meetings, Professional Learning Community Team meetings. Ongoing meetings with the inquiry team, weekly department meetings and meetings with guidance support both the identification of varied assessments and the professional support needed. Teacher leaders then map out a series of workshops for both the middle school and high school staff.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

School Parental Involvement Policy:

I. General Expectations

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

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures

in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic

learning and other school activities, including ensuring—

- ❖ ☐ that parents play an integral role in assisting their child’s learning;
- ❖ ☐ that parents are encouraged to be actively involved in their child’s education at school;
- ❖ ☐ that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. **Dr. Susan S. McKinney** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: *(Conducting a series of workshops to work with parents on the completion of the parent involvement plan.)*

2. **Dr. Susan S. McKinney** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: *(Presented at monthly Parent Academy Workshops, Leadership Team meetings, parent grade meetings.)*

3. **Dr. Susan S. McKinney** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: *(Equitable access to school technology, participation in training sessions and workshops, participation in school retreat.)*

4. **Dr. Susan S. McKinney** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: **[MIDDLE SCHOOL EXTENDED DAY INITIATIVE, COLLEGE READINESS, HS CREDIT RECOVERY, DISTANCE LEARNING,]**

5. **Dr. Susan S. McKinney** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying

barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. **(Center for Collaborative Education – Turning Points, Spring 2013)**

6. **Dr. Susan S. McKinney** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards
- ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: *(Monthly Parent Academy Workshops, Curriculum Night (quarterly celebrations of student work, McKinney Retreat)*

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: **(COMMON CORE PARENT WORKSHOP SERIES.)**

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: **(Parent Academy, Guidance Presentations, Monthly Title I Workshops, Intervention/Support Team Workshop Sessions.)**

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Parents as Teachers Program, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: **(Monthly Calendar of Events)**

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

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

This policy was adopted by the **Dr. Susan S. McKinney** on **May 11, 2013** and will be in effect for the period of **1 year**. The school will distribute this policy to all parents of participating Title I, Part A children on or before **September 2013**.

Part B: School-Parent Compact

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

School-Parent Compact

Dr. Susan S. McKinney, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.

Required School-Parent Compact Provisions

School Responsibilities

Dr. Susan S. McKinney will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: ***[Providing all students with the opportunity to participate in intervention and enrichment activities (some students may need intervention in ELA and enrichment in Math/Science) Additional support given to HS students thru the College Readiness Programs]***.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: ***Monthly Parent Academy Meetings beginning in September 2013]***.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: ***[Quarterly progress, reports mailed home, individual grade conferences, telephone and in-house scheduled parent meetings with teachers, guidance and related staff]***
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: ***[Parents will receive a copy of the scheduled availability of classroom teachers for consultation. Appointments can be made directly with the guidance, SBST and intervention team. A compiled list will include all of the names, telephone numbers.]***
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: ***[Parents may volunteer through with the Parent Coordinator and or Family Assistant. Additionally parents are free to observe classroom activities, no designated appointment is necessary. On site notification to administration, teacher coordinators, guidance and or intervention is accepted]***
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning

or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I

Parent Responsibilities

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

such as:

o Monitoring attendance.

o Making sure that homework is completed and students are prepared for class.

o Monitoring amount of television their children watch.

o Volunteering in my child's classroom.

o Participating, as appropriate, in decisions relating to my children's education.

o Promoting positive use of my child's extracurricular time.

o 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.

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

Student Responsibilities:

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 13	Borough Brooklyn	School Number 265
School Name Dr. SusanS. McKinney Secondary School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Paula Holmes	Assistant Principal Karen Best
Coach type here	Coach type here
ESL Teacher Wanda Sykes	Guidance Counselor Donna Sealy
Teacher/Subject Area type here	Parent Carmen Lambright
Teacher/Subject Area type here	Parent Coordinator Frank Heyward
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	547	Total number of ELLs	21	ELLs as share of total student population (%)	3.84%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE							2	2	2					6
SELECT ONE										2	2	2	2	8
Total	0	0	0	0	0	0	2	2	2	2	2	2	2	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	9
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	4

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	11	2	3	6	0	0	4	0	3	21
Total	11	2	3	6	0	0	4	0	3	21

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	5	3	4				15
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic													2	2
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			2
TOTAL	0	0	0	0	0	0	4	5	3	6	1	0	2	21

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	3						6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	1	1	3			1	8
Advanced (A)								2		3	1		1	7
Total	0	0	0	0	0	0	5	6	1	6	1	0	2	21

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2				2
7	6				6
8	5	1			6
NYSAA Bilingual (SWD)					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	1	1							2
7	5	1							6
8	5	1							6
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8			4		2				6
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
NA
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Review of the NYSESLAT data shows that overall students' development in Speaking/Listening continues to be strong in the middle and high school. One 7th grade student received an incomplete score due to absence. One 8th grade students' overall score changed from Advanced to Intermediate do to his lack of focus during the test. One 9th grade student was able to progress from the Beginning level to Intermediate due to his increase in the Speaking and Reading modalities. One 10th grade student progressed from the Intermediate level on the 2011 test to AdVanced on the 2013 test. One 12th grade students' proficiency level changed from Advanced to Intermediate due to slight changes in the Speaking/Listening and Writing section of the test
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
Over the last testing season there were four students whose scores in the Reading/Writing Modalities of the NYSESLAT showed an increase. However, si xstudents' scores decreased by several points. Teachers will provide additional focused reading/writing activities as well as conferencing to provide student swith good models (vocabulary development, use of academic language and provide writing frames.) The Listening/Speaking modalities will be supported by employing additional focused listening activities in conjunction with speaking practice that employs use of content specific as well as academic language.
4. For each program, answer the following:
 - a. 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?
NA
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
NA
6. How do you make sure that a child's second language development is considered in instructional decisions?
NA
7. 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?
NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success of the ELL program at McKinney is measured by how well student integrate into the school community and success in meeting their acadmic goals. Our goal is to provide ELL's with a strong academic language base in English that prepares them for college and careers. Students are held to the same high standards as their English speaking peers with the expectation that they will rise to meet and overcome challenges as they prepare for a successful future. Therefore, we expect students to show growth in English language acquisition as reflected in improved test scores on ELA, Math, NYSESLAT and other yearly assessments and honor roll grades in conctect area classes. Examination of the NYSESLAT results overall reflect strong development in the areas of listening and speaking Students' progress in reading and writing continues to take a longer time to reach the proficient level. There, teachers will make a greater effort to provide students with good models osf what they are expected to produce and provide scaffolds for completion of projects that include language frames..

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When parents indicate that students have been taught in an educational setting where the language of instruction is other than English and another language is used in the home the Home Language Information Survey (HLIS) will be given to them in the bilingual format if possible. The ESL Teacher, will review the HLIS and conduct an oral interview with the parent. When it is determined that the child requires it, the LAB-R will be administered to the student. Testing using the LAB-R and placement in the appropriate ELL program will be completed within ten days of registration. When a Spanish speaking student scores below the proficient level on the LAB-R they will be given the Spanish Lab to establish language dominance.
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.
If the score is less than proficient the parent will be given the “Bilingual and ESL Programs; A Parents Guide”, in English and the home language when possible. Parents will view the online Parent Orientation Video at the school before making a program choice. After the ESL teacher answers any questions the parent may have about the different types of language learning programs available in the NYC Public School System, they will be asked to complete the Parent Assurance Survey/Program Selection Form in English and the home language as part of the registration process.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Record of distribution of letters will be kept by the teacher. A signed copy of the letter is to be returned to the school and kept in the students file.
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.
Once students take the LAB-R and the hand scored results show a less than proficient level of English language proficiency the student will be scheduled for ESL within 10 days of admission.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Each Spring student's English language proficiency development will be assessed using the NYS English as a Second Language Achievement Test (NYSESLAT). All students indicated on the RLAT report will be tested during the test period window allotted. The ESL teacher along with the assistance of the Testing Coordinator will administer the individual speaking, listening, reading and writing section of the NYSESLAT to the students by test band.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
Over the past 2 years there was one first time admin (Brazil) that was entitled to ESL services. That parent chose to have that child in ESL only classes. Therefore, the schools' ELL program that was in place served their needs

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

The Push-In model is the preferred mode of operation for ESL. The ESL teacher collaborates with content area teachers to support student development. Classes travel together by grade. Within the classes students are grouped heterogeneously. This allows students the opportunity to learn with and from their peers who are at different levels of language proficiency. Students from the same language group are paired to allow for use of the native language for explicit explanations as needed.

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)?

Beginning level ELL students are scheduled to receive 360 minutes in the middle school and 540 minutes in the high school, of ESL service from the ESL teacher per week according to the NYS CR Part 154 mandate. Intermediate level students, middle and high school are scheduled for the mandated 360 minutes of ESL per week. Advanced level ELLs are scheduled for 180 minutes of ESL per week, middle and high school.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content area classes are taught in English. Students travel together as classes for English Language Arts, Math, Social Studies/History and Science. Teachers differentiate instruction for mixed-ability levels by using any number of differentiating techniques such as: Pre-assessing students informally to determine their level of understanding and ability to use academic language as well as familiarity with content specific ideas. Teachers make accommodations for various student needs by using reading buddies, graphic organizers and study guides. When necessary teachers will provide students with additional texts to clarify the basic concepts of a lesson, and teachers provide opportunities for students to participate in problem solving activities that allow them to think critically and creatively.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
NA
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
English language development of all ELLs in speaking, listening, reading and writing are assessed yearly by participation in the Spring administration of the NYSESLAT.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Students with interrupted formal education (SIFE) who require early literacy support will work through the Wilson Reading System to allow them the opportunity to build phonemic awareness. Independent reading allows them to progress with their English reading skills at their own pace through exposure to whole group instruction, independent reading of leveled books and computer based learning. ESL instruction focuses on increasing student vocabulary for content area learning and use of academic language. Writing instruction provides attention to grammar, spelling and composition through the writing process along with specifics modeled in the school-wide writing initiative. Students receive the mandated number of minutes of ESL, based on their performance on the LAB-R and NYSESLAT exams.

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

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

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

Former ELLs are provided with ongoing support by the ESL teacher as needed. Students are encouraged to continue to use the bilingual dictionaries in school and at home. Former ELLs continue to get the test modification of time and a half on state exams for two years after testing out on the NYSESLAT. Students participate in AIS programs outside of the regular school day schedule.

7. 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?

ELLs have equal access to all...then delete reference to R180 then add for materials: Students use a variety of grade level texts such as: New York Science by National Geographic; Prentice Hall Literature - Gilgamesh and A Doll's House; Avencemos I, McDougal Littell; No Fear, Shakespeare; Jane Eyre, Charlotte Bronte; Common Core Code X by Scholastic; Habits of Effective People; SRA reading Laboratory and Overcoming Obstacles, Life Skills Program are used with all students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All students are exposed to grade appropriate curriculum in the content area classes. In order to facilitate students engagement, materials at different levels are provided to scaffold the content for ELL-SWD. Students are provided with a variety of learning strategies to allow access to the materials on their learning and language development level. ELL-SWD students are afforded the opportunity to attend pull-out sessions of ESL with mainstream students as needed. Students participate in NYSESLAT prep sessions in groups by test band (5-6; 7-8 and 9-12.) Paste response to question here:

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

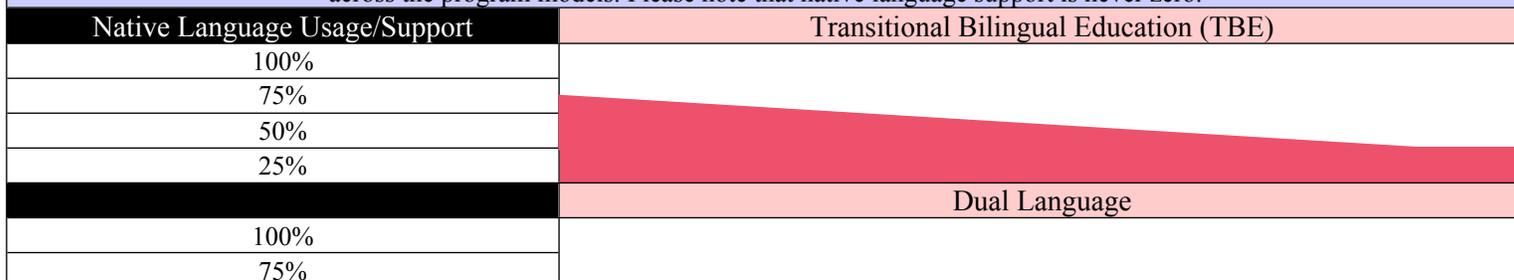
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

9. 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.
Students of all levels are involved with MSQI and or Technology. Various teachers and Paraprofessionals are available to provide native language support in Spanish to students in literature and technology.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The effectiveness of the current program is demonstrated by students continued growth in their ability to use content specific vocabulary as well as academic language to communicate what they are learning. Students are showing an increase in class participation and completion of projects that are completed over time.
11. What new programs or improvements will be considered for the upcoming school year?
In the coming school year the Common Core Standards will be addressed via MSQI. Students are provided with multiple entry points across content areas to learn and interact with academic vocabulary. They have opportunities to see the same vocabulary used in various subjects. They also utilize vocabulary when participating in class debates therefore, increasing their verbal skills. To build student stamina, students will have increased time built into their schedules for reading independently. This enables teachers to conduct small group strategy lessons and to assess students understanding by conferring with them.
12. What programs/services for ELLs will be discontinued and why?
The Read 180 Program was discontinued due to lack of funding.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ABOVE see #7
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
A variety of instructional materials are used throughout the content area classes including Technology- Study Island, iLearn along with hands on learning of math concepts through Robotics.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided by use of student dictionaries and glossaries. Students are paired with a same language partner when possible.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All students are exposed to grade appropriate curriculum in the content areas classes. Students are provided with a variety of learning strategies to allow access to the materialson their learning and language developmental levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Newly enrolled ELLs are invited to Student Orientation sessions prior to the beginning of the school year. Parent Open House meetings are held during the school year. As new students come in during the school year they are also paired with a peer to help them acclimate to the new school environment.
18. What language electives are offered to ELLs?
Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

MSQ1 and Ilearn have been integral components to support student work and planning

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parental involvement at McKinney is ongoing throughout the year. Parents work with teachers and administration to organize and run school activities by their participation on the School Leadership Team. Ell parents are encouraged to participate as well. School based CBO provides workshops for parents that include ELL parents to introduce them to the appropriate social and academic development of students throughout their middle school and high school years. Parental needs are evaluated by interaction with teachers and administration .

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Dr. Susan S. McKinney

School DBN: 13K265

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paula Holmes	Principal		1/1/01
Karen Best	Assistant Principal		1/1/01
Frank Heyward	Parent Coordinator		1/1/01
Wanda Sykes	ESL Teacher		1/1/01
Carmen Lambright	Parent		1/1/01
Najuma Russell	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Donna Sealy	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **13265K**

School Name: **Dr Susan S McKinney SSA 265**

Cluster: _____

Network:

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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