

2014-2015
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WILLIAM MCKINLEY IS 259
DBN (i.e. 01M001): 20K259
Principal: JANICE A. GEARY
Principal Email: JGEARY@SCHOOLS.NYC.GOV
Superintendent: KARINA COSTANTINO
Network Leader: MATTHEW MELCHIORRE

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
Janice A. Geary	*Principal or Designee	
Anthony DeBenedetto	*UFT Chapter Leader or Designee	
Laurie Windsor	*PA/PTA President or Designated Co-President	
Josephine Mendola	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nadine Bohsali	CBO Representative, if applicable	
Rana Abu-Sbaih	Member/ Parent	
Barbara Cheung	Member/ Parent	
Dana DiCarlo	Member/ Staff	
Carney Haberman	Member/ Staff	
Birgit Kiernan	Member/ Parent	
Lauren Dixon	Member/ Staff	
Marianne Geroulanos	Member/ Parent	
Regina Portman	Member/ Parent	
	Member/	

**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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	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.

By June 2015, the English Language Arts (ELA), Math, Social Studies and Science departments will meet in collaborative planning teams once a week to evaluate and synthesize adaptations to curriculum begun during the 2013-14 school term, in order to complete four rigorous, engaging and coherent Common Core Learning Standards (CCLS) aligned units of study which integrate citywide instructional shifts and align curricula across grades and subject areas to close the achievement gap, meet the instructional focus and promote college and career readiness as evidenced by a 5% growth on a number of summative and formative 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.

ELA and Math curriculums will be revised based on last year's experiences with materials; Social Studies and Science curriculums need to be revamped to better reflect the common core instructional shifts and encompass literacy strategies common to all subject 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. Support teachers and teacher teams in planning lessons and units, strengthening teaching practices, making adjustments to the curriculum and providing professional development.
2. Provide professional development through attendance at ELA, Math, Science, SS Ambassadors Program
3. Disseminate information on progress of curriculum writing and turnkey information from ambassadors' meetings in Professional Learning Communities, Common Planning, Curriculum and Department Gatherings

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

1. Peer Instructional Coach (PIC) and United Federation of Teachers Teacher Center (UFTTC) coach will meet with above referenced teachers in Professional Learning Communities and Curriculum Writing Meetings to assess and revise the curriculum.
2. ELA, Math, SS and Science teachers who will serve as ambassadors.
3. UFTTC coach, PIC, ELA, Math, SS and Science teacher who will serve as ambassadors

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

1. Each grade will produce three standards based units including instructional tasks, embedded assessments and culminating assessment.
2. Identified ambassadors will turnkey information during department meetings and Professional Learning Communities.
3. Progress on curriculum will be shared for commentary, revisions, during department meetings and Professional Learning Communities.

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

1. January to June 2015
2. Scheduled throughout the year October to June 2015
3. October 2014 to June 2015, weekly for Professional Learning time.

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

1. Per session for UFTTC coach, 3 Social Studies and 3 Science teachers for curriculum writing after school for 10 hours each.
2. Funding from network will pay per diem for teacher ambassadors to attend meetings.
3. No cost associated with this activity.

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).

1. As a school-wide program school, McKinley parents will be involved in decision making through active participation in the School Leadership Team and PTA. The need for updated curriculum materials better reflecting the new instructional shifts was discussed during an SLT meeting with more detailed information delineating the Common Core standards in literacy and math and how they apply to all subject areas was presented at a PTA meeting.

2. A parent member of the School Leadership Team will be identified as the Title I representative and will report to the Team all Title I updates.
3. Continuous opportunities providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children will be provided for parental involvement and education through outside residencies and guest speakers at PTA Meetings, Special Education, ELL orientation/update meetings, etc. Meetings will be alternated between mornings and evenings. Translators will be provided to reach all parents.
4. The Parent Coordinator and Principal will ensure the timely communication of pertinent information through the school website, newsletters, phone master system, the collection of a parent email database and letters home.

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA		Title III	X	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

X Teacher Incentive Fund

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.

By June 2015, all (100%) teachers will be provided with ongoing professional learning opportunities and support through a cohort of teacher leaders (UFTTC, PIC, DTs, Ambassadors) to develop a culture of collaborative professional learning which enables school and individual development as measured by a 5% level of growth in data gathered from informal observations of Danielson 4e (Growing and Developing Professionally)

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.

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

1. All administrators will support teacher growth that shift teaching practices through a minimum of three informal observations and feedback.
2. All teachers will participate in professional development that will better inform their practice in all Danielson components to improve pedagogical delivery with special emphasis on using questioning and assessment techniques.

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

1. Principal, Assistant Principals
2. Principal, Assistant Principals, UFTTC coach, Lead Teacher, PICs, Demonstration Teachers, Teachers

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

1. School leaders and teachers will agree with the calibrated rating most of the time as to whether teacher practice represents Highly Effective, Effective, Developing, or Ineffective practice across all competencies.
2. Continue to assess competency levels across all departments on an ongoing basis to determine progress within 3d Assessment.

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

1. September 2014 to May 2015
2. September 2014 to June 2015

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

1. Familiarity with Danielson 2013 Rubric discussed during the Professional Learning activities and as a result of suggestions by supervisors for teacher improvement after informal/formal observations.
- 2.

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).

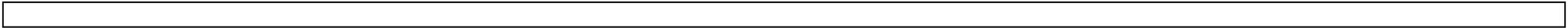
1. As a school-wide program school, McKinley parents will be involved in decision making through active participation in the School Leadership Team and PTA.
2. Information concerning test taking skills and exposure to the various types of questioning skills will be presented at a PTA meeting.
3. A parent member of the School Leadership Team will be identified as the Title I representative and will report to the Team all Title I updates.
4. Continuous opportunities providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children will be provided for parental involvement and education through outside residencies and guest speakers at PTA Meetings, Special Education, ELL orientation/update meetings, etc. Meetings will be alternated between mornings and evenings. Translators will be provided to reach all parents.
5. The Parent Coordinator and Principal will ensure the timely communication of pertinent information through the school website, newsletters, phone master system, the collection of a parent email database and letters home.

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



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.

By June 2015 all (100%) teachers will have communicated with parents on a regular basis. This will result in a significant increase in parent-teacher communication as measured by weekly entries in Skedula, as well as attendance at PTA meetings, Parent-Teacher Conferences and parent-child events in order to promote an increasingly positive parent-school relationship as demonstrated by a 10% increase in parent communication.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

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

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

1. PTA President, Parent Coordinator, Department Chairs
2. PTA President, Parent Coordinator, Department Chairs, Attendance Aide
3. AP in charge of website, Skedula
4. PTA President, Parent Coordinator, Teachers providing translation services via per session activity
5. AP in charge of ESL
6. AP in charge of Performing Arts, Department Chairs, Parent Coordinator, PTA President
7. Department Chairs
8. Department Chairs, Guidance, Teachers

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

1. Track attendance at each meeting to determine progress of increased participation.
2. Evaluate best contact methods.
3. Post new information on a weekly basis or as it becomes available.
4. Plan adequate timing to send/post translate copies of school notices.
5. Track number of parents using translation services for PTC.
6. Track number of tickets for each event to evaluate participation.
7. Grading policies will be posted on eChalk by department.

8. Midpoint progress reports will be tracked to ensure both parents outreach and student support.

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

1. One meeting per month starting September 2014 to June 2015
2. Ongoing as information is disseminated September 2014 to June 2015
3. Ongoing as new information is available September 2014 to June 2015
4. Ongoing as necessary September 2013 to June 2014
5. Provided for Parent Teacher Conferences in Fall 2014 and Spring 2015
6. Throughout the school year September 2014 to June 2015
7. On a quarterly basis - September 2014 to June 2015

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

1. AP's/Department chairs develop presentations for parents to inform them of CCLS, Testing, specific departmental info sessions, etc.
2. No extra cost for this activity.
3. No extra cost for this activity.
4. 25 hours of per session for each translator: 1 Arabic, 1 Chinese, 1 Spanish.
5. Payment to Legal Interpreting Services: 30hours for 3 Chinese translators, 10 hours for 1 Spanish translator, 10 hours for 1 Arabic translator for Fall and Spring Conferences.
6. No extra cost for this activity.
7. No extra cost for this activity.
8. No extra cost for this activity.

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).

1. As a school-wide program school, McKinley parents will be involved in decision making through active participation in the School Leadership Team and PTA.
2. A parent member of the School Leadership Team will be identified as the Title I representative and will report to the Team all Title I updates.
3. Continuous opportunities providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children will be provided for parental involvement and education through outside residencies and guest speakers at PTA Meetings, Special Education, ELL orientation/update meetings, etc. Meetings will be alternated between mornings and evenings. Translators will be provided to reach all parents.
4. The Parent Coordinator and Principal will ensure the timely communication of pertinent information through the school website, newsletters, phone master system, the collection of a parent email database and letters home.

Budget and Resource Alignment

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

	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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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.

By June 2015, 100% of collaborative, department teacher-teams will analyze a series of students' formative and summative assessment outcomes to provide varied forms of actionable feedback from teachers and students. This data will be utilized to inform ongoing teacher and student adjustments to instructional strategies and curriculum, which will be measured and evidenced by Danielson 3d (Using assessment in Instruction) and a 5% increase in End Of Year (EOY) Measures Of Student Learning (MOSL) 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.

The current State ELA and Math data indicated that a total of 76 Superintendent students received level 1's or level 2's on the prior year's state assessment. Of those, 81% or 62 of these students are English Language Learner's (ELL) or former ELL's. Individual assessments of these students indicate a lack of analysis skills in answering multi-step questions. **2012-2013 Progress Report shows that 4 out of 17 points were given for closing the achievement gap for ELL and SWD.**

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. Current student work will be analyzed on a weekly basis during Professional Learning time.
2. Research of teaching strategies will include Universal Design for Learning (UDL) strategies and development of metacognition skills through breaking down the elements of questions, and defining steps necessary to finding solutions as well as a concentration of a specific skill on a weekly basis.

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

1. UFTTC, PIC
2. Demonstration Teachers and teacher leaders

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

1. Students will receive structured practice in analysis of questions and extended practice with authentic texts along with ongoing assessments to determine progress.
2. Concentrated weekly focus on specific skills

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

1. October 2014 to June 2015
2. October 2014 to June 2015

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

1. No cost associated with this activity.
2. No cost associated with this activity.

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).

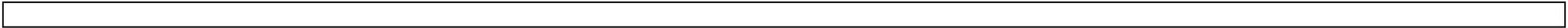
1. As a school-wide program school, McKinley parents will be involved in decision making through active participation in the School Leadership Team and PTA.
2. Parent Teacher Conferences will be held four times during the 2014-2015 school year to discuss how parents can assist their children.
3. A parent member of the School Leadership Team will be identified as the Title I representative and will report to the Team all Title I updates.
4. Continuous opportunities providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children will be provided for parental involvement and education through outside residencies and guest speakers at PTA Meetings, Special Education, ELL orientation/update meetings, etc. Meetings will be alternated between mornings and evenings. Translators will be provided to reach all parents.
5. The Parent Coordinator and Principal will ensure the timely communication of pertinent information through the school website, newsletters, phone master system, the collection of a parent email database and letters home.

Budget and Resource Alignment

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

X	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.



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.

• **Strategies/activities that encompass the needs of identified subgroups**

1.

• **Key personnel and other resources used to implement each strategy/activity**

1.

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

• **Timeline for implementation and completion including start and end dates**

1.

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

	<p>recommend strategies to address academic difficulties; Suggest modified instructional strategies for children 'at-risk'.</p> <p>Social Worker - Provide parent education including parent rights about special education, the special education process, and special education services. Conducts social history interviews with parents for initial referrals.</p> <p>Nurse - Teach, administer and monitor medication, as well as provide counseling support for students with chronic conditions; supervision and teaching of intermittent urinary catheterization; management of insulin dependent diabetic with continual insulin therapy.</p>	<p>One to one</p> <p>One to one</p>	<p>During School</p> <p>During School</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

3. All elements of the *All Title I Schools* section must be completed*.
3. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
4. Targeted Assistance (TA) Schools must also complete the *TAS 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.
Strategies we use to recruit Highly Qualified Teachers include using Open Hire, consultation with our network, close supervision and analysis of our per diem staff members and attending recruitment fairs.
Careful attention is given to matching teacher qualifications with the needs of the school.
Teachers who do not have permanent certification are offered the opportunity to be reimbursed for course work that would lead to permanent certification in the area in which they are teaching.
We retain Highly Qualified Teachers by providing instructional support through various sources including mentoring, individualized teacher training, and Professional Learning Communities.

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).
Teachers are surveyed and afforded opportunities for attendance at a variety of professional development workshops conducted by the DOE, Network, UFTTC and school based specialists which will hone their skills.

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.).
Consolidated funding is used to support Students in Temporary Housing with school supplies and provide guidance and access to counseling for violence prevention and anti-bullying.

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.).

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.
A team of teachers representing each department and grade level met during the summer and fall to assess and select the Measures of Student Learning for the school. The team felt that all teachers are teachers of literacy and, as such, decided to attach our teachers to the ELA scores (with the exception of Math). This team received professional development through the network and viewed a webinar in the Advance system.

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).
--

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP)

PARENT INVOLVEMENT POLICY

The William McKinley Parent Involvement Policy was reviewed **and adopted during the December 10, 2014** meeting of the School Leadership Team.

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent

Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- Provide instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: four times annually through student report cards, and additionally through reporting of any test data, and information.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: consultation with teachers would be available during Parent-Teacher Conferences or upon reasonable request.

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

- Participating, as appropriate, in decisions relating to my children's education.
- Respond to surveys, feedback forms and notices when requested.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school, by mail or Pupil Path and responding as appropriate.

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- Convening an Annual Title I Parent Meeting at the beginning of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved.
- Providing each parent an individual student report about the performance of their child on the State assessment in math, language arts, science (8th grade) and NYSESLAT.
- Providing information related to school and parent programs, meetings and other activities sent to parents of participating children in a format and to the extent practicable in a language that parents can understand.
- Providing parents with timely feedback on student performance and communication via Skedula/Pupil Path.

Provide parents reasonable access to staff by:

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

II. Parent/Guardian Responsibilities:

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

- Monitoring attendance and lateness as well as follow the appropriate procedures to inform the school when my child is absent.
- Making sure that homework is completed.
- Monitoring amount of television their children watch, internet sites visited, and cell phone/electronic device usage and communications.
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my children's education.
- Respond to surveys, feedback forms and notices when requested
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices and updates in Pupil Path from the school or the school district either received by my child, by mail or Pupil Path updates and responding, as appropriate.

- Serving, to the extent possible, on the PTA, School Leadership Team, policy advisory groups, such as being the Title I, Part A parent representative on the school's Title I Policy Advisory Committee, the Community Education Council or other school advisory or policy groups.

III. Student Responsibilities:

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

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

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,035,667.71	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$27,788.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$6,845,291.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: William McKinley	DBN: 20K259
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 192
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 4
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

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

Weekdays – This program will be held afterschool on Mondays and Tuesdays and will begin in October 2014 and extend until April 2015.

Monday

1. New Comers Program (8th grade) – taught in English, 1 1/2hrs., one day per week, by ESL Teacher (50Hrs)

2. New Comers Program (6th & 7th grade) - Taught in English, 1 1/2hrs., one day per week, by ESL teacher. (30Hrs)

a. Improve Reading, Writing, Listening and Speaking Skills

through literature based instruction.

b. Promote study and Learning strategies.

c. Develop and facilitate ELLs English Language Acquisition.

3. Learning to write through the use of Photography/Technology - taught in English, 1 1/2hrs., one day per week, By ESL teacher. (34Hrs)

a. Improve Reading, Writing, Listening and Speaking through photography.

Tuesday

4. ESL/ELA - Literacy class - taught in English, 1 1/2hrs., One day per week, by ESL and ELA teachers. (34Hrs each)

Saturday Academy – This program is held on Saturdays for 2 hours. The Saturday Academy will begin in

Part B: Direct Instruction Supplemental Program Information

October 2014 and extends until April 2015.

1. Teaching English Through the Content of Social Studies- taught in English, 2hrs, by ESL and Social Studies teachers. (30Hrs each)

a .Designed for ELLs with the purpose to improve on the four modalities.

2. The New Comers program- taught in English, 2hrs, by ESL teacher. (24Hrs)

a. Designed for ELLs with the purpose to improve on the four modalities.

b. Included in this program is the parent connection. Parents are invited to participate every other week.

Part C: Professional Development

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

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

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

Topics will focus on the following:

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

Part C: Professional Development

- Evaluating the weaknesses and progress of ELL students using a variety of assessment techniques.
- Promotional policies for ELLs

The ESL teachers and Assistant principal read and review the AMAO document and use this data to help support the instructional programs chosen.

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: 1. In September parents of ELLs are invited to a meeting along with the Principal, Assistant Principal, ESL coordinator, ESL Teachers and the Parent coordinator. At this meeting parents are being informed about the instructional and supplemental programs for ELLs at McKinley. In December the school offers a second meeting to ELL parents where they communicate students progress with ESL Teachers, Parent coordinator, ESL coordinator, Assistant Principal and the Principal. Open House for 6th graders, programs and policies are explained with the help of translators. Tour of the school. High School night, Guidance counselors explain and discuss high school choices, how to fill out an application, the dates and deadlines for submitting the applications. Representatives from various schools are present to introduce their programs and answer any questions parents may have. Translators are provided to assist the parents as well as the staff.

To enhance an effective communication between ELL parents and the school community, all school/parent letters are translated. Translators are hired for parent teacher conference nights and PTA meetings.

The ESL coordinator and the Assistant Principal/Director meet on a continuous basis. They collaborate and discuss ELL issues such as newcomers, placement of students, programming and strategies that will help our students to attain proficiency levels.

Part D: Parental Engagement Activities

In addition, monthly meetings are held with the Assistant Principal, ESL coordinator and the ESL teachers. Here they plan/discuss new initiatives, programs, AIS for our students.

2. We have partnerships with The Beacon program, CUNY Creative Arts Team, 21st Century. All of these agencies offer workshops for our parents as well as ESL classes for the parents during PTA meetings.

3. Parents needs are evaluated through parent survey and questionnaires.

4. Parental involvement activities are addressed in collaboration with the outside agencies. The needs are accessed and we provide translation services and translation services are always available.

Part E: Budget

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

Allocation Amount: \$ _____

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **20K259**

School Name: **William McKinley**

Cluster: **6**

Network: **602**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

Oral Interpretation will be provided in the following manner:

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

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

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 20	Borough Brooklyn	School Number 259
School Name William Mc Kinley		

B. Language Allocation Policy Team Composition [i](#) 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 Janice A. Geary	Assistant Principal Donna Nastasi
Coach type here	Coach type here
ESL Teacher Sally Awad/ Espi Antonacci	Guidance Counselor Elizabeth Madonia
Teacher/Subject Area Celeste Arrigo/ELA	Parent type here
Teacher/Subject Area Elizabeth Urena/Math/Science	Parent Coordinator Diane Castignani
Related Service Provider Sankar Sanjay	Other Anthony DeBenedetto/ UFT Cente
Network Leader(Only if working with the LAP team) type here	Other Dana DiCarlo/ESL

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.	5	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	0	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)	1430	Total number of ELLs	221	ELLs as share of total student population (%)	15.45%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In							2	2	2					6
SELECT ONE							3	3	2					8
Total	0	0	0	0	0	0	5	5	4	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	221	Newcomers (ELLs receiving service 0-3 years)	128	ELL Students with Disabilities	37
SIFE	32	ELLs receiving service 4-6 years	68	Long-Term (completed 6+ years)	25

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	128		6	68		21	25		7	221

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	128	0	6	68	0	21	25	0	7	221
Number of ELLs who have an alternate placement paraprofessional: <u>4</u>										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							13	15	14					42
Chinese							43	29	40					112
Russian							1		1					2
Bengali														0
Urdu							2	2	2					6
Arabic							16	12	29					57
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							2							2
Other														0
TOTAL	0	0	0	0	0	0	77	58	86	0	0	0	0	221

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)							16	21	27					64
Intermediate(I)							12	7	27					46
Advanced (A)							49	30	32					111
Total	0	0	0	0	0	0	77	58	86	0	0	0	0	221

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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	38	19	3	0	60
7	30	6	0	0	36
8	51	9	0	0	60
NYSAA Bilingual (SWD)				4	4

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	26		20		21		5		72
7	17		13		2		14		46
8	29		29		12		3		73
NYSAA Bilingual (SWD)							4		4

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	14		33		59		23		129
8									0

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

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

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

- 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.
For placement purposes Lab R provides the proficiency level of the student. Once a student is placed in the appropriate class, content area teachers assess the student by individual subject areas. All ELLs students are assessed with the ELL periodic assessment. As part of the ELA curriculum, students are evaluated through embedded assessments(baseline, benchmark)and culminating tasks. When students

return from summer vacation, all students including ELLs, are given writing assessments. All of these tools provide necessary feedback to teachers in order to differentiate their instruction. This data provide an insight of the ELL students strengths and weaknesses. Accordingly the teacher will be required to modify their lessons to ensure the improvement in the targeted skills. Meetings are held (PLC) to discuss the data, best strategies are told and shared that best fit the needs of the early literacy skills of our ELLs. Teachers who share the same students, meet often to discuss the needs of the particular students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the data on the Lab- R or the NYSESLAT, most of our students fall weak in the reading/writing modalities.
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 [AMAQ tool](#))
2013 NYSESLAT modality set analysis (RMNR) NA as of 11/13/13
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?
 - a. After examining proficiency levels, is has been determined that ELL students fall weak in Reading/Writing. The breakdown in these modalities by grade is as follows: : 6th grade - 28 B/l, 49 A 7th grade - 28 B/l, 30- A, 8th grade 54 - B/l, 32 A. It is difficult to determine if an ELL student fares better in a test taken in his/her native language as compared to English tests, due to the fact that our students take most of their tests in English.
 - b. Teachers and School leadership use the results of the ELL periodic Assessment through targeted lesson planning.
 - c. The school is learning from ELL periodic Assessment that ELLs are needy in reading/writing. The native language is used through dictionaires, glossaries and the buddy system.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (Rtl) framework (for grades K-5). (see [Rtl Guide for Teachers of ELLs](#))
NA
6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to ensure that a child's language development is considered in instructional decisions, in September all staff receive information regarding ELL status in the school according to NYSESLAT and ELA results if students are eligible to take the ELA exam. As far as a new admit, the results of the LAB R, and an interview, taking into consideration educational history/background. Staff are aware of ELL status and able to articulate with one another about students and able to prepare lessons accordingly. In addition, this knowledge allows teachers to write curriculum accordingly.
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.).
We evaluate the success of programs for our Ells by focusing on the data generated by the resylts of the NYSESLAT, ELA State exam, periodic assessments, bench mark, and ELA unit tests.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)

1. ELL students are identified at initial admission by the ELL Liaison along with a Bilingual Translator, when needed.
 - a. During the initial identification the student receives an oral interview in English and native language (through a translator). Parents are given the Home Language Identification Survey in their native language. If the parents have any questions they address them through the translator to the ELL liaison. In return the ELL liaison answers their questions and then the translator addresses the parents. At this point, if the parents put a home language other than English, then the student is considered an ESL student. Questions provide a brief educational background of the student.
 - Parents are also notified at admission, that at all times, we have translators for when they need to communicate with the school.
 - New admits are then Lab r'd within 10 days of admission, Spanish speaking ELLs are LABR and Spanish LAB and then given an interview for SIFE identification. Classroom teachers further identify student's ability through inclass assessments.
 - b. The pedagogues that are responsible for conducting the initial screening and administering the HLIS and the LAB R are Ms. Salwa Awad- ESL Liaison/ESL Teacher, languages- Arabic, French, English, Donna Nastasi- Assistant Principal, languages-Italian, English Rosa Kershetyn- Dean/former ESL Liaison and ESL teacher, languages- Russian, English .
 - c. Once a student is identified as an ESL student, after taking the Lab r, which is hand scored, his/her name appears on the ATS report, making them eligible to receive ESL services and placed in an ESL class.
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.
 - a. Parents are given information about program choices by the ESL Liaison/ESL teacher, Mrs. Awad, through native language translators, as well as watching a video in their native language. If a parent chooses TBE/DL program and there are non in the school, we inform the parents that as soon as we have sufficient number of students (15), then we will form an appropriate program for parent choice. And we will inform them promptly. This is where we have a mini orientation. Parents are invited to an orientation within the first 10 days of school.
3. 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 [\[see tool kit\]](#).)
 3. Entitlement letters/Parent Survey and Selection Form
 - a. At time of admission parents are given Parent Survey and Selection Form. Parents complete the survey and selection form and return them to the school before leaving the school. The secretary copies the two forms, gives the copies to the Assistant Principal, Ms. Nastasi, where she then put in a binder, and the secretary keeps the originals in the student's admission folders. Entitlement Letters are given to the students upon completion of the Lab r, which is hand scored by the ESL Liaison/ESL teacher, Mrs. Awad. These letters are given to the students and they sign that they have received the Entitlement Letter and a copy is kept in a binder.
 - Upon completion of the Lab r/Spanish Lab, ELL Liaison hand scores the exam and the answer documents are forwarded, when due, to the Boro AID.
 - Once the student is graded, they are put in the appropriate setting according to the level of the student, Beginner, Intermediate, Advanced.
 - Parents are given letters of their child's status as well as the program parents have selected. These letters either state that the child has passed the Lab R and is not entitled to ESL or that the child has not passed the Lab R and is entitled to ESL services. Copies are made of every letter and kept in a binder. Continued Entitlement letters are given to students who did not pass the NYSESLAT, they sign that they have received the letters and copies of signatures are kept in a binder.
 - Parents are invited to attend an Orientation meeting within the 10 days of admission. At this meeting, programs that are offered in school are discussed, as well as after school programs.
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.
 4. The criteria used is to honor parent choice according to HLIS. Pupil personal secretary updates the ELPC screen within 20 days of admission. Communication is as such, placement letters are distributed to the students in a sealed envelope, students sign for the acknowledgement of the letters, and a copy of each letter is kept in a binder. Continued Entitlement letters are also distributed to students, in a sealed envelope, students sign for the acknowledgement of the letters and a copy of all letters are kept in a binder.
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.

All ELLs are placed in a testing environment and given the allocated time for the test, according to the New York State Education Department annually. Reading, Writing, Listening are proctored in a group. The Speaking section is given individually and administered for one month window. The rest of the test is administered according to the dates specified by NYS Education department.
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. ①

- After review of trend, parent program choices have been Free Standing ESL. According to the newcomer selection form this year, out of 28 students, 23 parents selected free standing ESL and 5 parents selected chinese bilingual. At the initial interview we informed the parents verbally, that a class would be formed for chinese bilingual in the event we have the numbers to support a bilingual program.

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])?

1 and 2. After analyzing ELL performance on content area examinations, the LAP team came up with the following implications for instruction: All ELL students will be mainstreamed. All ELL students will follow the mandated English Language Arts curriculum adapted to meet the needs of a new comer and or a beginner and intermediate students. All advanced ELL students will be mainstreamed and ELL teachers will push-in to the English Language Arts classes. ELA/ELL teachers will team teach.

The ESL instructional model for the year of 2013– 2014 is as follows: In compliance with Part 154 Regulations:

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

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

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

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)?

Please see above answer.

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.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. After identifying the native language, content area teachers provide translated tests for students, when necessary. In addition, some of our special education students have Bilingual Paras. Also, those students that are long term are looked at by the PPT team and if evaluation is needed it is done in the native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities throughout the year according to the CCLS standards. The diagnostic assessment used are the baseline assessment, embedded assessments, culminating tasks, teacher made quizzes and tests as well as mid-term and end-term exams. Students are encouraged to: participate in class discussion and make oral presentation/ listen and take notes and para phrase/ write essays and short responses/ read literary books and short texts. And ongoing process of observation of all of the above is done through classwork, homework and tests at least once a week.

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).

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

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

b. Newcomers - Welcome class are self-contained, in a 6-7 bridge program. These students receive instruction in a small group setting. For those students in schools less than three years but more than one year receive instruction in a mainstreamed classroom.

c. Students who receive services 4 to 6 years are offered AIS.

d. Long-term ELLs receive AIS with SETTS teachers. In addition, these students are strongly encouraged to attend all after school

programs designed for them.

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?
7. ELL-SWDs are provided instruction according to their IEP as well as according to the results of the NYSESLAT and periodic assessment. Students receive instructional strategies according to the data provided. Students are provided with the same hand outs that are CCLS aligned, as GE students, however the lessons are modified to meet the students needs. Those student that are SWD and are mandated to have bilingual have alternate placement paras.
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?
8. ELL-SWDs that meet the criteria of least restrictive environment are instructed with ESL instructional strategies through the content of English. Both ELA/ESL teachers team teach, they follow the same curriculum and students are provided with the same grade level material as GE students.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	NA		NA	NA
Social Studies:	NA		NA	NA
Math:	NA		NA	NA
Science:	NA		NA	NA
NA	NA		NA	NA
NA	NA		NA	NA
NA	NA		NA	NA
NA	NA		NA	NA

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

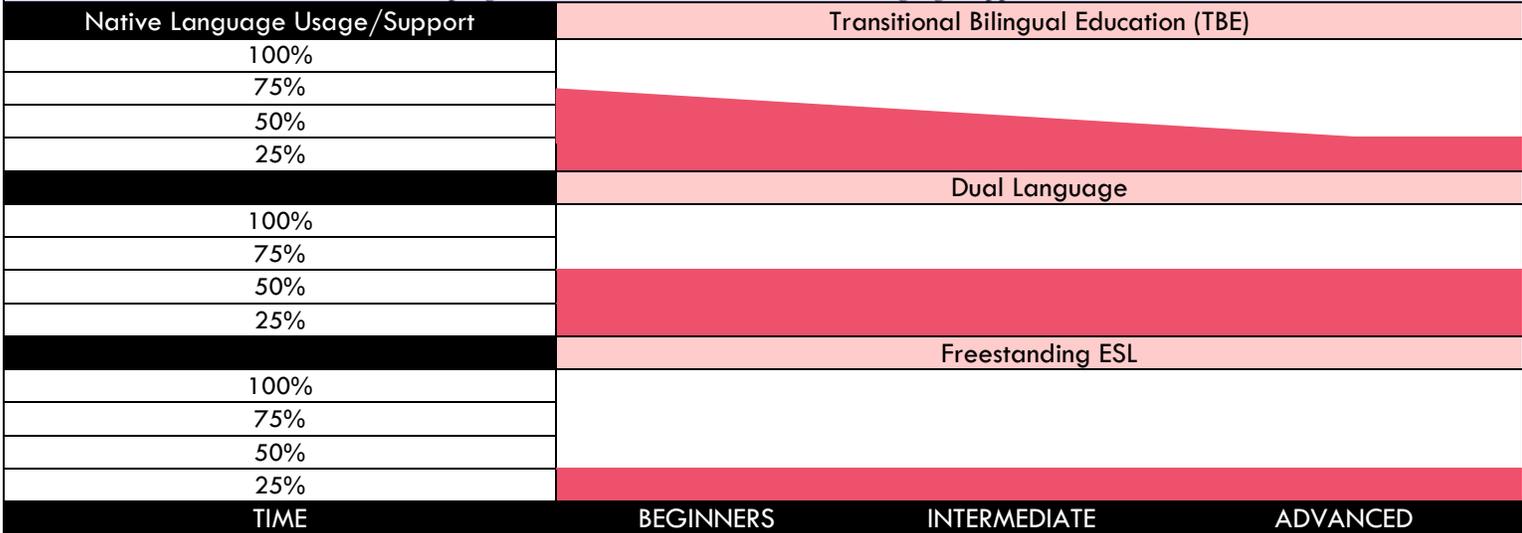
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.



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.
9. All intervention services are offered in English, with the help of bi lingual dictionaries, bi lingual glossaries and the buddy system. There is a tutorial program that all ELL students attend. Here they are provided with academic interventions according to the weakness of the individual student(Math, ELA, Social Studies, Science). Guidance teachers also work with students during tutorial, or at risk. Students are offered a Math tutorial program through IXell both in the morning and afterschool. During class instruction is modified to target the areas that need improvement. Students are offered after school programs as well as a Saturday Academy program to target the skills that need improvement in Social Studies. Targeted intervention for Science is offered to students in the morning tutorial program. All instruction is data driven according to MOSL, and teacher made tests.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- According to NYSESLAT proficiency results this year, it appears that our current programs, during the school day as well as after school are effective and are meeting the needs of ELLs in both content and language development. All teachers are aware that they are teachers of ELLs. Data is reviewed once a month during PLCs. The assessment that are used are referenced to #8. The teachers of content area subjects on a regular basis discuss with administration and their colleagues the results of the assessments.
11. What new programs or improvements will be considered for the upcoming school year?
11. This year we will continue to keep the pre existing programs. The 6, 7, and 8 ESL/ELA Team Teaching as well as a New Comers 6/7 bridge class.
12. What programs/services for ELLs will be discontinued and why?
12. We are not discontinuing any programs/services for our ELLs since our new programs have been effective to the improvement of our ELLs becoming proficient.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. At orientation night for the parents, all programs offered by the school are clearly described along with translations. Then letters are sent home inviting all student to participate in all before and after school activities. We expect parents to sign and return the consent form.
- ELLs have equal access to all Performing Arts programs such as, Glee Club, Drama, Strings, Keyboard,Cheer Leading, Leadership Club, Champs, Scenic Design, High School test Prep, Special Ed test prep, Fashion Club, Flag Football and those students that are in the gifted and talented classes receive Spanish.
- In compliance with Title III ELLs are strongly encouraged to participate in the following supplemental programs:
- Weekdays – This program will be held afterschool on various days, this program will begin in October 2013 and extend until April 2014.
1. Teaching English Through the Content of Social Studies – taught in English, 1 1/2hrs., two days per week
 - a. Improve Reading, Writing, Listening and Speaking Skills through literature based instruction/ DBQs.
 - b. Promote study and Learning strategies in order to prepare ELLs for the NYSESLAT.
 - c. Develop and facilitate ELLs English Language Acquisition.
 - 2.. Literacy Through the Arts – taught in English, 2hrs. one day per week
 - a. Designed for ELLs with the purpose to improve Reading, Writing and Speaking Skills through the use of Accountable Talk.
 3. New Comers Program - taught in English, 2hrs, one day per week.
Saturday Academy – This program is held on Saturdays for 3 hours. The Saturday Academy will begin in October 2013 and extends until April 2014.
 1. Teaching English Through the content of Social Stdies
 - a. Designed to prepare all ESL students for ELA/NYSESAT exams.
 2. Literacy Through the Arts – taught in English
 - a. Designed for ELLs with the purpose to improve Reading, Writing and Speaking Skills through the use of Accountable Talk.
 3. The New Comers program- taught in English and designed for ELLs with the purpose to improve on the four modalities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list

ELL subgroups if necessary)?

14. Ells receive a technology based program called Cultural Literacy, and they have access to classroom computers in content area classrooms, they use text books as well as handouts for re-enforcement and enrichment as needed.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language is supported by using bilingual dictionaries, glossaries and the buddy system. The same material are used in the content areas.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Students are provided with books and materials that are grade appropriate in all subject areas.

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 have an orientaion to tour the school with their teacher and there is a buddy system for newly arrived ELLs to become familiar with the school and its programs.

New ELLs who enroll throughout the year are invited to participate in all activities during the school year, before, during and after the school day. These activities range from educationally based programs, such as tutorial, to the Arts and Sports. Please refer to answer number 13.

18. What language electives are offered to ELLs?

Gifted and Talented ELLs are offered Spanish as an elective.

19. For schools with dual language programs:

a. How much time (%) is the target language used for EPs and ELLs in each grade?

b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

c. How is language separated for instruction (time, subject, teacher, theme)?

d. What Dual Language model is used (side-by-side, self-contained, other)?

e. 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.

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

Topics will focus on the following:

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

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

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

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?
 1. In September parents of ELLs are invited to a meeting along with the Principal, Assistant Principal, ESL coordinator, ESL Teachers and the Parent coordinator. At this meeting parents are being informed about the instructional and supplemental programs for ELLs at McKinley. In December the school offers a second meeting to ELL parents where they communicate students progress with ESL Teachers, Parent coordinator, ESL coordinator, Assistant Principal and the Principal. Open House for 6th graders, programs and policies are explained with the help of translators. Tour of the school. High School night, Guidance counselors explain and discuss high school choices, how to fill out an application, the dates and deadlines for submitting the applications. Representatives from various schools are present to introduce their programs and answer any questions parents may have. Translators are provided to assist the parents as well as the staff.

To enhance an effective communication between ELL parents and the school community, all school/parent letters are translated. Translators are hired for parent teacher conference nights and PTA meetings.

The ESL coordinator and the Assistant Principal/Director meet on a continuous basis. They collaborate and discuss ELL issues such as newcomers, placement of students, programming and strategies that will help our students to attain proficiency levels.

In addition, monthly meetings are held with the Assistant Principal, ESL coordinator and the ESL teachers. Here they plan/discuss new initiatives, programs, AIS for our students as well as collaborate for major celebrations in our school such as "Chinese New Year".
 2. We have partnerships with The Beacon program, CUNY Creative Arts Team, 21st Century. All of these agencies offer workshops for our parents as well as ESL classes for the parents during PTA meetings.
 3. Parents needs are evaluated through parent survey and questionnaires.
 4. Parental involvement activities are addressed in collaboration with the outside agencies. The needs are accessed and we provide translation services and translation services are always available.

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: William McKinley

School DBN: 20K259

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janice A. Geary	Principal		11/13/13
Donna Nastasi	Assistant Principal		11/13/13
Diane Castignani	Parent Coordinator		11/13/13
Sally Awad/Espi Antonacci	ESL Teacher		11/13/13
	Parent		11/13/13
Celeste Arrigo/ELA	Teacher/Subject Area		11/13/13
PollyGwardyak/ELA	Teacher/Subject Area		11/13/13
	Coach		11/13/13
	Coach		11/13/13
Elizabeth Madonia	Guidance Counselor		11/13/13
	Network Leader		11/13/13
Dana DiCarlo/ESL	Other <u>Teacher</u>		11/13/13
Eliabeth Urena/Math/Science	Other <u>Teacher</u>		11/13/13
Anthony DeBenedetto	Other <u>UFT Center</u>		11/13/13
	Other _____		11/13/13